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GUIDANCE AND COUNSELLING

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SYLLABI –BOOK MAPPING TABLE

GUIDANCE AND COUNSELLING

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BLOCK I: INTRODUCTION TO GUIDANCE, CONCEPT AND SCOPE AND TYPES OF GUIDANCE AND COUNSELLING

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UNIT I

INTRODUCTION TO GUIDANCE

Structure

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1.1 INTRODUCTION

It is the first or introductory unit of course. It this unit, emphasis is on understanding the process of guidance. This unit discuss nature, purpose, scope, need and principles of guidance along with a detailed description of various types of guidance. Guidance serves as a supporting function in the educational process by directing and controlling activities to help each individual to his/her fullest potential.

1.2 OBJECTIVES

After going through this unit, you will be able to:

- Explain the nature, purpose, scope and need of guidance;
- List the various principles of guidance;
- Describe the types of guidance; and
- Relate its relationship with education

1.3 GUIDANCE: AN INTRODUCTION

1.3.1 Concept

It is the duty and right of every individual to choose his own way in life in so far as his choice does not interfere with the rights of others. The ability to make such choices is not innate, but, like other abilities, must be developed. Education provides opportunities for the development of such abilities. Guidance is the assistance given to individuals in making such intelligent choices and adjustments. It is an integral part of education and is centered directly upon this function. Guidance does

not make choices for individuals; it helps them make their own choices in such way as to promote or stimulate the gradual development of the ability to make decisions independent without assistance from others.

Guidance is concerned with entire individual, in all aspects of his life, and with the interrelation between the individual satisfying and socially effective. Some individuals need guidance throughout their entire lives; others need help only during their youth or in unusually critical situations but should be available to normal youngsters coping with normal developmental problems. Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in his impendence and ability to be responsible for him. It is a service that is universal –not confined to the school or the family. It is found in all phases of life –in the home, in business and industry, in government, in social life, in hospitals, and in prisons, indeed it is present wherever there are people who need help and wherever there are people who can help. According to Jones guidance is, ‘to assist a person to decide where he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in life’. It does not solve problems for the individual but helps him to solve them.

The focus of the guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self-direction. This guidance may be given in groups or to individuals, but it always is designed to help individuals even though they are in a group. Wrinkle and Gilchrist declare that guidance means to stimulate and help the student to set up worth –while, achievable purposes and to develop abilities which will make it possible for him to achieve his purposes. The essential elements are 1) the setting up of purposes, 2) the

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provision of experiences, 3) the development of abilities, and 4) the achievement of purposes… Teaching without intelligent guidance cannot be good teaching, and guidance without good teaching is incomplete. Teaching and guidance are inseparable. Guidance places a major emphasis upon the development of the whole individual who is functioning in a social environment. It is a useful concept because it stresses the unity of one's life and shows the impossibility of separating one aspect of life from another. It is based upon the belief that each of us builds up, step by step, a life purpose or goal which serves or should serve as a centre of integration for our desires and ambitions and as a guide for our plans. One of the most vital elements in our efforts to educate individuals is the assistance we give in connection with choosing and developing these life purposes or goals. From this point of view guidance and education are seen to share the same purpose and sometimes the same methods. Guidance is an integral part of educational process of helping the individual through education and interpretative procedures.

1.3.2 Guidance is a process

It helps every individual to help himself, to recognize and use his inner resources, to set goals, to make plans, to work out his own problems of development. It is needed right from early childhood, adolescence, adult-hood and even in old age. Choice and problem points are the distinctive concerns of guidance as here the individual's unique world of perceptions interacts with the external order of events in his life context. It is assistance to the individual in the process of development rather than a direction of that development. The aim is to develop the capacity for self-direction, self-guidance and self-improvement through

an increased understanding of his problems and his resources as well as limitations to solve the problem.

1.3.3 Guidance is a service meant for all

It is regular service which is required at every stage for every student, not only for awkward situations and abnormal students. It is both generalized and a specialized service. It is a generalized service because everyone-teachers, tutors, advisers, deans, parents-play a part in the programme. It is a specialized service because specially qualified personnel as counselors, psychiatrists, psychologists join hands to help the individual to get out of this problem. Very few terms have been more loosely or inter-changeably used than the terms ‘guidance’ and ‘counselling’.

According to Tolbert, “Guidance is the total programme or all the activities and services engaged in by an educational institution that are primarily aimed at assisting an individual to make and carry out adequate plans and to achieve satisfactory adjustment in all aspects of his daily life.

Guidance is not teaching but it may be done by teachers. It is not separate from education but is an essential part of the total educational programme. Guidance is a term which is broader than counselling and which includes counselling as one of its services”. Bulter makes a logical separation of the counselling process discerned as having two phases called ‘adjustive’ and ‘distributive’. In the adjustive phase, the emphasis is on the social personal and emotional problems of the individual; in the distributive phase the focus is upon his educational, vocational and occupational problems.

1.3.4 Nature of Guidance

To define guidance in clear-cut words is not easy. It has been defined in varied ways: Crow and Crow write, “Guidance is not direction. It is not the imposition of one’s point of view upon another. It is not making decisions for an individual which he should make for himself. It is not carrying the burden of another’s life. Rather, guidance is assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens,” Hamrin and Erickson define guidance as “that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs.

Mathewoson believes that “guidance is the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values”. Traxler considers guidance as a help which enables “each individual to understand his abilities and interests, to develop them as well as possible and to relate them to life-goals, and finally to reach a state of complete and mature self-guidance as a desirable member of the social order.”

According to jones, “Guidance involves personal help given by someone; it is designed to assist a person to decide where he want to go, what he wants to do or how he can beat accomplish his purpose; it assists him to solve problems that arise in his life.

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An analysis of the above view-points shows that guidance has the following main characteristics:

i. ***It is a Process.*** It helps every individual to help himself, to recognize and use his inner resources, to set goals, to make plans, to work out his own problems of development.

ii. ***It is a continuous process.*** It is needed right from early childhood, adolescence, adult-hood and even in old age.

iii. ***Choice and problem points are the distinctive concerns of guidance*** as here the individual's unique world of perceptions interacts with the external order of events in his life context.

iv. ***It is assistance to the individual in the process of development rather than a direction of that development.*** The aim is to develop the capacity for self-direction, self-guidance and self-improvement through an increased understanding of his problems and his resources as well as limitations to solve the problem.

v. ***Guidance is a service meant for all.*** It is a regular service which is required at every stage for every student, not only for awkward situations and abnormal students. It is a positive programme geared to meet the needs of all students.

vi. ***It is both generalized and a specialized service.*** It is a generalized service because everyone teachers, tutors, advisers, deans, parents-play a part in the programme. It is a specialized service because specially qualified personnel as counselors, psychiatrists, psychologists join hands to help the individual to get out of his problem.

1.3.5 Scope of Guidance

The scope of guidance and counselling is extremely comprehensive. As the life is getting complex day by day, the problems for which expert help is required are increasing proportionately. The scope of guidance, per necessity, is extending horizontally too much of the social context, to matters of prestige in occupations, to the broad field of social trends and economic development. Guidance is assuming more and more responsibility for the individual in every direction – it helps in the selection of educational courses and profitable occupations, in job placement; placement in the next stage of education and training; occupational surveys; improvement of study skills, maintenance of mental health; counselling regarding personal adjustment problems; identifying the gifted, the backward and help them achieve the maximum. In short, educational, vocational, avocational, social, personal, moral and even marital problems of individual are the concerns of guidance and counselling. Their scope is indeed very vast. A cursory glance at our seats of higher learning will show the imperative need if instituting in them a well-organized programme of guidance and counselling.

Education is expanding its frontiers making it well-high impossible for an individual students to make a choice of courses and careers without expert guidance. Occupational scene too is changing so rapidly that yesterday's rocket circuitry electronics specialist considered as highly prized as a marks-man on the old frontier is to-day's unemployment statistic. One of the great stories in our midst is the dramatic increase in jobs. Not only are that, quite a big number of students at the threshold of a college or university in for compelling

and difficult life situations-they are shy, fearful, gullible and not skilled in managing their own affairs. They lack self-acknowledge which may enable them to from realistic life-goals and plans. They lack both focus and meaningful direction.

Occasionally they lose their way in the dark labyrinths of adolescence and do not know how and when to act. They have a grapple with complex social problems-living with and sharing extra-curricular experiences, adjustment to heterosexual relationships etc. surveys of Indian students and alumni document the widespread feeling of dissatisfaction with college and university life

A survey was conducted by the All India Educational and Vocational Guidance Association for gauging college student's needs. Three thousand students from seventeen Indian Universities responded. It is true that provision of guidance and counselling services in the colleges and universities cannot be seen as a panacea for all our educational ills nor can a counselling officer hope to give students a trouble-free or problem-free life, but where possible he can help them to resolve their difficulties or if treat is not possible, to live with them. To help them resolve the stresses and strains does not require a nosey-parker intrusion of privacy but the response of an understanding and empathic person and an atmosphere of understanding, faith and sincerity. And this is what is needed. Guidance and counselling programme needs to be introduced in our colleges and universities to meet the varied needs of the educational system, administration and students:

- ***To help in the total development of the students:*** the emphasis on intellectual development through the teaching of subjects alone cannot help in the total development of the students. We

have to evolve some method of helping students understand themselves and helping teachers understand the students.

- There has to be basic and fundamental change in our entire system of education, change which recognizes that matter how will a human beings is educated in chemistry, physics, economics, history or literature, he remains a barbarian unless he knows something about himself. Self-knowledge in depth which has been the forgotten factor in our educational system must become its primary focus-and this is what can be done through a programme of guidance and counselling. Total development of the students are expected, accepted, understood and planned for and all types of experiences in an institution are so organized as to contribute to the total development of the student. That, all that a student needs in an educational institution is good teaching, is an exploded myth. Something much more and beyond this is needed to produce competent, mature and well-rounded citizens.
- ***To help in the proper choice of courses:*** Everyone knows that so far our educational system has grown up in a higgledy fashion. The subjects which are the least wanted humanities and the liberal arts-have been those most frequently offered and taken, both in the colleges and the universities because they were the oldest and relatively inexpensive areas of knowledge, taken because they require to specified intellectual equipment.
- ***To help in the proper choice of careers:*** we are living in a highly complex and rapidly changing world of work. There are changing requirements in industrial jobs; altered market

conditions for professional manpower, the development of pare professional occupational selection more difficult than eve. The young student sin colleges and universities need to be informed about various jobs and openings available to them and the requirements, responsibilities and the nature of work involved in them so they could measure themselves up to them and develop and crystallize their occupational goals. They need to be helped in making meaningful occupational selection and preparation for an entry into them to have a fulfilling selection and preparation for an entry into them to have a fulfilling and rewarding career.

- ***To help the students in vocational development:*** The process of vocational development covers almost the span of life on an individual. It begins quite early in one's life and continues till sometimes after retirement. In this process, the individual passes through various stage-growth, exploration, maintenance and decline. Guidance services need to be provided to the colleges and universities to help the students sin the process of vocational development- particularly the stage of growth and exploration, by making it possible for them to gain knowledge about themselves-their abilities, interests and needs on, the one hand and knowledge about the world of work on the other. By providing them opportunities for self-exploration as well as exploration of the world while they are still in an educational institution, their transition from education to work can be facilitated.
- ***To develop readiness for choices and changes to face new challenges:*** In a paper entitled The Need for Counselling in

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Higher Education, presented at the Third International Round Table of Educational Counselling Officer at the University of Keels, North Strafford Shire, England writes, "For the students of higher education the demands of life are likely to be great, in a most different way from the exacting demands of education itself. On graduating he will be called upon to make use of the kind person he has become as much if not more than he has learnt in his course of study-not only to male an initial choice of what he is to do on graduating but will be called upon to changes his occupation several times in a life time. Readiness for these choices and changes in essential, not only to the student himself but to the society as a whole. To the extent to which he is able to capitalize on his experience and face new challenges with a realistic expectation of success, to that extent he will be a liability and will fail to fulfill the expectations which society has for its most able people," Guidance services are needed to develop in the students the ability to cope with their new problems and concerns in such a way that they become more competent to meet the demands which will continue to be made upon them in the future.

- ***To minimize the mismatching between education and employment and help in the efficient use of manpower:*** The latest analysis done by planning commission reveals that he educated youth between 15 and 29 years of age constituted 11.5 percent of the corresponding labour force but they accounted for 33.2 percent of the total unemployment in the country. According to the Planning Commission's labour force

projections, the total number of educated unemployed at the beginning of 1980 was estimated at 3.47 million. If there is no further deterioration in the unemployment rate, this number is likely to go to 4.66 million in 1985. And this is the challenging situation we have to face.

- ***To motive the youth for self-employment:*** Considering the magnitude of educated job-seekers flowing into the job market in India every year, it is essential that a sizable fraction of enterprising youth is initiated into careers of self-employment. Some arrangement needs to be instituted in the colleges and universities to identify the deserving cases fit to take up self-employment, educate them on how to proceed about the job of setting up a venture, help them through the cooperation of the concerned agencies in this sphere to prepare technically sound and economically viable projects: sponsor their cases to the banks for loan assistance and guide them to overcome the teething troubles effective follow-up after the commencement of the venture.
- ***To help fresher establish proper identity:*** In our country the young men entering colleges and even universities are comparatively young in years. Young adolescents they age, they are passing through a stage between childhood and adulthood, between the morality learned as a child and the ethics to be developed by the adult. They find it extremely difficult to establish a satisfactory identity. Such failure or delay leads to what can be called "role diffusion". The uncertainties of the future, the conflicts in languages, culture, regions, castes, etc.,

and the erosion of traditional values has rendered Indian youth rootless.

- ***To identify and motivate the students from weaker sections of society:*** Students from weaker sections have their own problems and needs. They experience difficulty in adjustment with the peers, teachers and the environment. To communicate, make friends, utilize the time profitably, make the best use of lectures and make an effective use of library and other facilities available all pose problems for them. Guidance faculties are urgently needed of such type of students to enable them to adjust and utilize the available facilities properly.
- ***To help the students in their period of turmoil and confusion:*** The students undergo a great deal of turmoil and searching to give meaning to their lives. They have their conflicts and anxieties. They feel disillusioned regarding higher education. They find colleges and universities, instead of impairing them education, just enable them to pass examinations-they feel sunk and cheated. When this education does not enable them to get immediate employment, they feel lost and bewildered.
- ***To help in checking wastage and stagnation:*** The average pass percentage at the graduate and post-graduate level is about 50-60. Thousands of our students, unfortunately, drop out, get pushed out and fall out of the system. This problem is becoming more serious day by day.

  This poor achievement maybe due to so many reasons lack of proper study skills and effective study habits, lack of the

knowledge for making full use of the facilities provided and so on.

1.3.6 Importance of Guidance

- To help in the tool development of the students
- To help in the proper choice of the students;
- To help in the proper choice of careers;
- To help the student sin vocational development;
- To develop readiness for choices and changes, to face new challenges;
- To minimize the mismatching between education and employment and help in the efficient use of manpower.
- To motivate the youth for self-employment.
- To help fresher establish proper identity; To identify and motivate the students from weaker sections of society; To help the students in their period of turmoil and confusion;
- To help in checking wastage and stagnation;
- To identify and help students in need of special help;
- To ensure proper utilization of time spent outside the classrooms;
- To help in tackling problems arising out of student explosion;
- To check migration;
- To make up the deficiencies of home; and
- To minimize the incidence of indiscipline.

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Check Your Progress

Notes: a) Write your answers in the space given below

b) Compare your answers with those given at end of the unit.

1. State whether the following statements are true or false by putting '√'over the appropriate letter.

i) Guidance Assist, 'Educated unemployed' (T/F)

ii) Guidance increases stress and frustrations (T/F)

iii) Guidance helps in improving interpersonal relations (T/F)

iv) Guidance shows right path to the individuals (T/F)

v)Guidance caters only to educational needs of the students (T/F)

1.4 PRINCIPLES OF GUIDANCE

The concept of guidance includes the need to exercise foresight in order to prevent, so for as possible, the occurrence of situations which make it necessary for an individual to seek help in order to adjust to the circumstances. When disturbing or unhealthful conditions interfere with satisfactory patterns of behaviour, it becomes the responsibility of the members of guidance personnel to supply whatever service is needed. Whatever the function of the guidance prevention, preservation or attempted cure, certain assumptions are basic to its achievement.

1.4.1 Significant Guidance principles and assumptions

- Every aspect of a person's complex personality pattern constitutes a significant factor of one's total displayed attitudes and forms of behaviour.
- Guidance services which are aimed at bringing about desirable adjustment in any particular areas of experiences must take into account the all-round development of the individual.

- Although all human beings are similar in many respects, individual differences must be recognized and considered in any effort aimed at providing help or guidance to a particular child, adolescent or adult.
- The function of guidance is to help a person – to formulate and accept stimulating, worthwhile and attainable goals of behaviour and apply these objectives in the conflict of one's affairs.

Guidance and counselling have three-fold functions: *Adjustmental, Orientational* and *Developmental.*

Guidance and counselling are Adjustmental in the sense that they help the student in making the best possible adjustment to the current situations in the educational institution and occupational world, in the home and the community. Professional and individualized aid is given in making immediate and suitable adjustment at problem points. At the same time, the adjustive attitude in the spirit of Reinold Neinold Neibuhr is to be developed in the individuals:

> God grant me the serenity,
> To accept the things, I cannot change,
> The courage to change the things I can
> And the wisdom to know the difference

Guidance and counselling have Orientational function also. They orientate the students in problems of career planning, educational programming and direction towards long-term personal aims and values. Awareness of the need to plan in the context of the complexity of the world of work is an essential prerequisite of going through education and preparation for after-education career. Guidance and counselling have another important function – *development function.*

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They should try not only to cure when the problems have occurred and done their damage, rather they should begin before the problems arise and maladjustments occur. If unsolved problems are allowed to accumulate, their total effect may lead the student to the point where his capacity for growth is blocked. In such cases, guidance and counselling may be of little or no help. The way guidance and counselling have a very important developmental function for helping the students achieve self-development and self-realization. Guidance and counselling also have to discharge the important function of furthering the welfare of the society and be important instruments of national development.

Guidance is an assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions, carry his own burdens. Guidance as that aspect of educational programme, which is concerned especially with helping the pupil to be become adjusted to his present situation and to plan his future in the line with his interests, abilities and social needs.

1.4.2 Adjustmental function

Guidance and counselling are Adjustmental in the sense that they help the student in making the best possible adjustment to the current situations in the educational institution and occupational world, in the home and the community.

Professional and individualized aid is given in making immediate and suitable adjustment at problem points.

1.4.3 Orientational function

Guidance and counselling have Orientational function also. They orientate the students in problems of career planning, educational programming and direction towards long-term personal aims and values. Awareness of the need to plan in the context of the complexity of the world of work is an essential prerequisite of going through education and preparation of rafter-education

1.4.4 Developmental function

They should try not only to cure when the problems have occurred and done their damage, rather they should begin before the problems arise and maladjustments occur. If unsolved problems re-allowed accumulating, their total effect may lead the student to the point where his capacity for growth is blocked. In cases, guidance and counselling have a very important developmental function for helping the students achieve self-development and self-realization. Guidance and counselling also have to discharge the important instruments of national development.

According to Hollis and Hollis, there are eight principles on which any guidance programme should be based. They can be modified to fit locally accepted beliefs. The principles are:

i. The dignity of the individual is supreme.
ii. Each individual is different from every other individual.
iii. The primary concern of guidance is the individual in his social setting.
iv. The attitudes and personal perceptions of the individual are the bases on which he acts.

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v. The individual has the innate ability to learn and can be helped to make choices that will lead to self-direction consistent with social improvement.

vi. The individual needs a continuous guidance process from early childhood through adulthood.

vii. Each individual may at times need the information and personalized assistance best given by competent professional personnel.

Check your Progress

Notes: a) Write your answer in the space given below

b) Compare your answer with those given at end of the unit.

2. State whether the following statements are true or false by putting '√'over the appropriate letter.

i) Guidance starts at birth and ends at adolescences	(T/F)
ii) In Guidance, emphasis is given on individualization	(T/F)
iii) Guidance helps the individual only to adjust to himself	(T/F)
iv) Guidance caters only to maladjusted individuals	(T/F)
v) Guidance is an incident activity	(T/F)

1.5 MAJOR GUIDANCE FIELDS

1.5.1 Education

Educational problems head the list of student problems –hence education is an important guidance area. Today, curricula offered by colleges and universities have increased tremendously. Vocations in many forms are penetrating colleges and universities. Competitive examinations for entry into institutions and services have become normal phenomena in our country as elsewhere. Naturally, expert help

is required by the students in making wise choices and be successful in competitive examinations. Expert assistance is also required for enabling life at college or university to effect maximum intellectual, emotional and physical development.

Pre-admission guidance needs to be imparted to help the students make educational plans consistent with their abilities interests and goals and to select appropriate courses and co-curricular activities which will enable them to join careers of their choice.

Post-admission guidance needs to be imparted to enable the students to succeed in their educational plans. They need to be guided for developing good study habits, prepare for examinations properly and face examinations with confidence.

The students also need to be helped explore educational possibilities beyond their present educational level-higher educational institutions in our own country and abroad. They need to be guided in selecting subjects. They also need to be made familiar with various fellowships, competitive examinations, etc. so that their journey ahead becomes smooth and profitable.

Special facility of guidance is needed at crisis points e.g. student finds difficulty in following certain subjects: he lacks concentration; he gets poor grades; he is indecisive about a change of subject. He has to be guided as to how he could overcome these difficulties and what special efforts he has to make in that direction.

The students from backward classes need more attention so that they progress smoothly. Special efforts need to be made to help “first generation learners”. – Those students whose parents may never have gone to college or university. These students may have many special academic problems because of the deficiencies in their own home-

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background and the inability of their parents to give them much guidance to do well in college and university.

The students also needs to be helped in rejecting the attitude of blind acceptance of facts; instead he should be helped to develop an attitude of interrogation, dependence on evidence and reasonable explanation of facts. Efforts need to be made to ensure that his intellectual pursuits and interests which have so far been manifold become focalized, few but stable.

1.5.1.1 Objectives of Educational Guidance

- To monitor the academic progress of students studying in the institution.
- To acquaint the students with the prescribed curriculum.
- To identify the academically gifted, backward, creative and other category of special learns.
- To assist students in getting information about further education.
- To cater to the educational needs of special learners.
- To diagnose the learning difficulties of students and help them to overcome the same.
- To assist the students to maximize their scholastic achievement.
- To help students to review and reflect on their performance on the course, and where appropriate to identify ways of seeking changes in work habits or behaviour.
- To help students face the consequence of acceptance of their role and to respond to the demands legitimately made on them.

1.5.1.2 Principles of Educational Guidance

The following are some of the principles on which educational guidance must be based

- Must be objective oriented.
- Every student is capable of achieving the best of his ability.
- Individual differences in academic achievement of students must be recognized.
- Strategy must be student oriented.
- The strategies must take into consideration the resources and facilities available to the students.
- It is not for a few students only; it needs to be provided for all.

A class in which all students have more or less the same abilities for coping with instruction is ideal for teaching-learning. Teachers may employ the same instructional strategy for an entire group of students whose entry behaviour characteristics, learning ability, interest motivation and attitude to learning are the same. In such situations they do not encounter must difficulty in guiding students for optimal learning.

In reality, classes are never homogeneous and teachers have the challenging task of coping with a variety of student's characteristics. Students in any class can be ordinarily classified into three categories viz… the average, below average and above average on their academic performance.

The below the average on the basic of their academic performance in below the average performance of the class. Those whose performance is above the average of the class are categorized as above average. In this category, we may notice creative and gifted students as well. There are other types of students called slow learners,

who have the ability to perform satisfactorily but are only slow in doing so. Their slowness may be attributed to a combination of a variety of causes. There may be some students, whose performance in comparison to that of the class may be satisfactory. Yet, their own performance may not be commensurate with their ability.

Problems in learning are most common in all categories of students. An above average student is likely to have as much of learning difficulties as a below average one. By providing educational guidance, efforts must be made to ensure that students maintain their level of academic performance. In all other cases, the efforts should be towards enabling the students to overcome their educational difficulties. In doing so it is important to identify those students who have problems and find solutions to their actual problems.

Identification of students is possible by continuous and careful observation of the 'academic behaviour' by teachers. The aspects of behaviour that may be observed include the interaction of students with the teachers during instruction, the types of questions put by them, interest shown for involvement in the teaching-learning activity, keenness exhibited for learning, alertness in grasping whatever is taught in the class, performance in tests and assignments, perusal of assignments and other assigned work.

Teachers can easily observe their students in the classes. However, care must be exercised in drawing conclusions based only on observation. For, a student who may be shy to answer questions or ask questions or ask questions or ask questions should not be identified as a weak student.

It is important to spot out those students who require educational guidance not only on the basis of observation, but also on the basis of discussion with other faculty. Achievement tests are used to find out what has been learned i.e. what habit and skills have been developed in students as a result of instruction. They are valuable as a means of determining to what extent the student has attained a certain degree of programs towards a desirable goal, whether he is ready to undertake the next step and how his attainment compares with that of other members of his group. These tests, based on the prescribed syllabus enable the teacher to find out the strengths and weaknesses of the student.

It is possible to find out the improvement on achievement. Diagnosis which forms one of the basic steps in providing guidance is possible through achievement testing. Achievement tests serve a variety of purposes for use in educational guidance programmes. These are useful to survey students in order to find out those with educational problems, diagnose the actual difficulties and for prognosis.

The survey type of achievement tests comprise items that include the content covered in a subject area in order to find to what extent students meet the accepted norms and standards of academic performance. Diagnostic tests serve the purpose of finding out the actual weaknesses of students. Prognostic tests are to determine a student's readiness for learning.

Aptitude of a person is latent trait accounting for the probability of his success in a field related to the traits on giving necessary training. Aptitude is a combination, of inborn capacities and developed abilities, skills etc., that makes the person what he is at any given time and predicts what he may become. Aptitude tests are expected to

measure the potential for specific abilities and skills such as music, graphic, arts, medicine, law, engineering, teaching etc. They tell us how well he individual is equipped to excel in a specific skill.

Intelligence tests are used to determine an individual’s learning capacity. The results of intelligence tests may be used to organize learners into relatively homogeneous teaching learning groups. It is important to note that a fairly high degree of mental alertness is required in pursuing various courses of study.

Learners who low intelligence level experience learning difficulties, if they choose certain types of courses. It has also been found that success in certain vocational dependent upon a high degree of intellectual ability.

Interest inventories are well known that success in any course of study or vocation depends to a considerable extent upon the interest the individual takes in it. Interests are closely related to aptitude. In certain cases interest are intrinsic. In most cases, interests are to be created externally. This provides a constant incentive to continue until the goal is reached. It must be noted that worthwhile activities are better supported by intrinsic interest, because the pleasure continues even if the goal is not reached. Finding out the interest (or appraisal) is difficult. However the methods used are to ask the individual about their interests, to analyse the various activities in which the individual is involved and measuring interest inventories.

The first two methods have obvious limitations. While in the first case, the individual’s oral explanation cannot be relied upon very much in the latter case, individual may be involved in work because of

necessity. It would be difficult to find out whether the activity involved is freely chosen or chosen out of compulsion.

Information or data about an individual's personality achievement, interest, aptitude etc., are very vital for any guidance activity. The data obtained must be valid and reliable which therefore, implies that the tools used for collecting such data must have high validity and reliability. Certain points are to be kept in mind about the information collected. Whenever a test has to be done in a relaxed and friendly atmosphere. The test should never be thrust upon him. He should never be allowed to take it when he is under stress or strain. Test scores should not be disclosed to many other person than the student himself without the explicit knowledge and permission of the client. Strict confidentiality has to be maintained whenever the data needs to be used for research purposes, special care is to be taken to see that the identify if the student is not at all revealed. Any information provided by him either as responses to test items or interviews should be treated confidentially.

Guidance is a time consuming process and several sessions will be required to provide adequate guidance. Each session may result in some new facts emerging which can provide some nearer insights into the problems of the individual concerned. The information so emerging should be very carefully recorded. Obtaining information alone is riot important but storing the same is equally important. The work involved in recoding and filling is tedious and uninteresting yet, most important.

The record should be cumulative and in addition to up-to-date identifying data, should include important items concerning a student from the time he enters the institution until he leaves it. Such information about a student could be stored in a guidance folder. This is

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designed to cover a period of years. Suggested items for guidance folder are: identifying data, home background, economic condition, health record, academic record, out-of-class activities, character and personality traits, special or peculiar incidents (details), special interests and achievement, educational plans, vocational plans, experiences, details or outcome of each guidance / counselling session. Particular care must be taken in maintaining the folder. The entries must be taken in maintaining the folder. The entries must be made as accurately as possible. Where tests are administered have to be correctly recorded. When interpretation of information is recorded, it has to be done under specific headings.

Guidance folders should be made available to the concerned teacher as well, since the learner's aims, interest, potentialities, degree of accomplishment application to work represent valuable data to teachers in evaluating classroom work and in guidance learning. There is one exception to this general procedure, confidential information about an individual that is of value only to the counselor should either be removed from the folder before the latter is made available for general use or be kept in a separate file. The information collected about students must be properly recorded. It is suggested that a master register may be developed for the purpose. The register may contain information about the different aspects of all students such as their place of education, medium of instruction at the school, study habits, level of motivation, performance in tests and assignments. Great care must be exercised in filling up the record sheet for each student. The sort of a register can be used for maintaining information about all students of a class.

Teachers must build educational guidance as an integral part of their everyday instruction. Every teacher consciously or otherwise, deliberately or not deliberately attempts to provide, guidance to their students in learning. Sometimes it may be given in a formal way and at other times in informal manner.

The guidance may range from suggesting/ advising students to be systematic in their studies, to planning and implementing individualized instructional strategies. Educational guidance strategies to be used by teachers depend upon the nature of the problems and the extent of their effect and the oriented and student-oriented. The strategies employed must help in enabling students to achieve to the best of their abilities in scholastic areas. Guidance and counselling strategies can be classified into two categories viz., group approach and individual approach.

Every student must have the freedom (and be helped) to choose the courses of study considering his educational ability, interest, future needs etc. The purpose of this type of guidance is

- Encourage students to utilize their abilities in specific areas.
- Assist students in understanding and appreciating the instructional obligations which they are required to complete. This may include information regarding the assignments, tests, project work they are required to complete as part of the course work.
- Provide information to students regarding further education programmes.
- Give general orientation to students regarding the facilities and resources available such as library, laboratories, workshops, scholarships etc.

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- Provide opportunities for group thinking in regard to common problems and experience.

Group guidance approach for educational purposes must be organized for disseminating educational information of a general nature to students. Care must be exercised in organizing group guidance.

Group guidance may be in the form of group discussion and talks to enable students to plan their educational activities. This is possible by giving them information about the courses of study, curriculum requirements, scheme of evaluation etc., by teachers.

It is advisable to organize group guidance sessions for students who have common problems by identifying, students. Poor achievers, students whose level of motivation is low, those whose study skills are not satisfactory maybe provided guidance, through a group approach. Besides he general group guidance programmes, teachers may have to often focus on the progress of the students, common problems faced by them and suggestions for overcoming them, common mistakes, committed in tests and assignments and suggestions for improving their performance. For effective organization for group guidance it may be necessary to have a team of a faculty for planning, implementing and evaluating these programmes. The team members have to be properly identified with one of them, preferably a head of department as the coordinator of the programme. The task of team would be:

- To identify the areas and scope of guidance for students
- To plan a schedule of guidance programmes spread throughout the year.
- To decide the strategy such as lecture, conference, seminar, etc. appropriate for the spelt out objectives.

- To conduct the guidance programmes as per the schedule drawn.
- To evaluate the effectiveness of the programmes organized to get feedback for purposes of improvement.
- To plan and monitor the follow up.

Several problems of students in the area of learning maybe attributed to a lack of knowledge of what the institution can offer and how it can do so. This calls for knowledge of the facilities and resources available in the institution. These facilities may be laboratories, workshops, library, recreation, co-curricular, hostel etc. each of these are meant for specific purposes, work under a set of rules and regulations, have certain expectations from students.

It is improvement to have an understanding of the rules and regulations of the academic administration of the institution. Certain areas under which such information is requires are requirements, scholarship and stipend awards (conditions for award, criteria and mode) academic and extra-curricular activities, guidance services rendered by the institution. It is not that such information is not provided by institutions. Some institutions give these as part of their prospectus which is supplied with the application form for admission.

Most often students do not go through the rules. It is taken as routine information. Even when the same is read, it is read rather casually. Thus, the purpose of giving the information in the prospectus gets defeated. The practice that should be followed in institution in to hand over a copy of the rules and regulations and get the students committed to these. It is only then that they try to adhere to the same. Institutional induction is an activity which is intended to ‘introduce’ the institution in its totality to the students.

It is during such an activity that students come to know of the objectives of the institution, its development, traditions, resources, faculty etc. This activity enables the student's to know the environment in which they are required to work / study. It lays the foundation for their continuous interactions at the institution. It enables them to accept the institution as a place where their needs would be met, their aspirations and goals fulfilled. Students will be able to see themselves in the context of the institutional environment.

The objectives spelt in the above paragraph can be realized if induction programmes are efficiently organized. The main intention of such programmes should be a mutual understanding involving the students, staff and the administration of the institution.

The beginning of the academic programme would be the most ideal period for the organization of induction programmes. In fact all the academic activities planned by the institute should follow this programme. Care should be taken to cover all aspects of the life of students during their stay in the institution.

It is also advantages to introduce all members of the faculty and office of the institution to the students during these programmes. A visit to the office different departments and laboratories including the library will be very useful. A well-drawn time table for the induction programme goes a long way in its effective implementation. It is useful to involve all members of the faculty in the organization of such a programme.

1.5.2 Vocation

This is another important guidance area. There are vocations as there are persons and certainly all persons are not suitable for all

vocations. Every vacation needs educational and professional background and preparation and only those having them can succeed. Hence the need for guidance to the students for a right choice of vocation arrangement has to be made to assist the students to have a reasonable estimate of their abilities and limitations, strike a balance between their aspirations and those of their parents, between their interests and the availability of opportunities. They have to be assisted in making decisions and choices involved in planning a future and building a career. They have also to be helped in developing an integrated and adequate picture of themselves and of their role in the world of work. Occupational world is also changing very rapidly. Fresh and new occupational outlets undreamt of before are emerging. It, therefore, becomes essential that students are also helped to acquire clearer perspective of the changes that are taking place in the job world.

Thus, for efficient use of manpower and greater economy in the execution of work in industry, business and government offices etc., guidance for vocations needs to be given to the students. This guidance should be flexible –it should help the students to be able to respond to their changing needs as they grow mature and as the circumstances and experiences of life pose unpredictable problems, requiring new information, fresh thinking, revised plans, compromise and

1.5.3 Avocation

Woodrow Wilson said so well, “The real intellectual life of a body of undergraduates, if there be any, manifests itself, not in the classroom, but in what they do and talk of and set before themselves, as their favorite objects between classes and lectures.” If that be so, any college or university does not end with the syllabus and the teacher’s performance. We must be keenly concerned with the nature of that day-

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long learning aside from books or lectures. We need to remember that that the student spends only 5 or 6 hours of a 24 hour day in classes. What goes on the rest of the time is the area of student services – the intellectual efforts outside of class, physical activities, social interaction, emotional experiences, cultural programmes etc. we must realistically recognize where learning is going on, help the students plan for them and actively participate in them.

There is hardly any doubt about this fact that avocational pursuits in which the students engage themselves are no less important in giving a direction to their lives. This is all the more important as our college and university students get so many holidays- spring break, autumn bread, long summer vacations and so many scheduled and unscheduled holidays in between. Students in arts subjects particularly have got much spare time. How to ensure that vacant hours are profitably utilized is one of the problems which we have to face boldly. Avocational needs of the students to be met before they grow to troublesome proportion rather than being left to drift on a sea of confusion, doubt, anxiety, aimlessness, get exploited by others, or indulge in destructive acts or in unwholesome activities. The students need to be properly guided for effective participation in varied types of avocational pursuits so that they are able to shape their interpersonal behaviour in desirable direction and widen their outlook.

It is common knowledge that hardly 10 percent of our students take active part in co-curricular activities. Ninety percent students are on lookers. The participation of even the ten percent is only at a superficial level. The counselling officer can ensure larger participation through sustained encouragement and manage through concerned

personal systematic coaching and training arrangements. These may be guidance and counselling arrangement for guidance the students to take part in team games, in intellectual contests, learning of productive hobbies, organization of small interest groups having healthy aims etc.

1.5.4 Social

Social relationships constitute a problem area for most of the students. For example, they come from a school which served a particular linguistic or socio-economic group. Friendships had been formed casually and spontaneously. In a city college/university student body is heterogeneous and drawn from many linguistic and self-economic groups. It consists of adolescents who are self-conscious and tend to formalize their relationships; they seem to need a structured situation within which to socialize, in the classroom or the college gymkhana, an extra-curricular interest or a class picnic. Some shy students find themselves friendless even after an entire term at college or university. Others do not know what to seek in a friend or try to develop a relationship with persons who have nothing in common. There are others who want to be effective as individuals in their groups. Very often, they have to want with people they dislike. All such situations necessitate that students are guided to live as socially well-adjusted individuals. They need to be helped in making friends, improving their style of conversation and to know how to become leaders in their own groups. They can be guide in developing constructive expression of her emotions, an objective interpretation of situations. They can be assisted in diminishing their excitability to emotional stimulations and facing conflicts.

It is of utmost importance that the students are helped in acquiring the feeling of security and being accepted by the group; in

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developing a social poise; in becoming tolerant the behavior of others; in achieving individuality and freedom from the slavish imitation of the adults or 'heroes'.

1.5.5 Health

Society has a special stake in the health and physical well-being of the college and university students who age or should be the elect of the rising generation and in whom it has to invest target resources and to whom it looks for the advancement of national interest. Total health of the student should be our goal; both the preventive and restorative measures are needed to ensure the achievement of the objective.

The basic responsibility for the health programme must rest with the Health Officer in charge of student Health Center. The physician should set a tone of acceptance for student problems. The climate of acceptance is particularly important in the case of early detection of disorders, since students may be afraid to reveal symptoms like those of venereal diseases, tuberculosis, etc.

It will be desirable to have a medical checkup of all the students in the beginning of the academic session and reports may be sent to the parents or guardians and a written report of the action taken be insisted.

For promoting preventive and environmental health, these measures may be adopted:

i. Supervision of college/ university facilities such as hostels and canteens to see that healthful conditions are maintained;
ii. Specific protection through immunization against diseases such as smallpox, typhoid, cholera etc. may be enforced; and
iii. Health education through formal classes and informal propaganda may be started.

For early diagnosis and treatment of illness these measures may be taken up

i. An adequate physical examination of every student upon entrance to the college or university;
ii. Follow-up treatment of detected disorders;
iii. Reference of students to other medical resources when necessary; and
iv. Maintenance of confidential files and health records to keep track of mind and body's harmonies functioning.

There are some disabled students; efforts have to be made for their rehabilitation in collaboration with psychologists, educators and social workers. Remedial measures have to be taken with students suffering from speech and hearing defects.

1.5.6 Moral

Students face so many awkward situations at home, college/ university or in their peer groups. They find it difficult to get out of them. They tell lies; try to dodge and indulge in so many undesirable practices. Some guidance needs to be provided to such students to keep them on the track and lead noble lives.

1.5.7 Personal

This is another very important area where guidance is very much needed. Students face many personal problems related to themselves, their parent and family, their friends and teachers, their educational achievement and social adjustment.

Students often have memories related to home or family which create feelings of disappointment in them. Their parents may be expecting too much of them which leaves them with a feeling of incompetence and insecurity when they fail to the live up to their

expectations. Many parents may their children, thus and unhappy home relationships, progress in hampered. There may be jealousy among siblings, domination of elders, maltreatment of children, lack of a sense of being wanted, lack of a sense of belongingness – all these disturb the mental equilibrium of the young students resulting in low achievement. Expert guidance has to be provided to these students to face the situations boldly and with confidence.

Students at times find difficulty in understanding the materials of the lectures; they may find the lectures lousy and the educational institution a dump; they may not like the teacher and his/her methods of teaching, thus landing in poor achievement. Guidance needs to be provided to such students to enable them to adjust to the situation which they cannot change.

Some students at times see a danger to their self-concept. Help needs to be given to such students to emerge successful out of this crisis of identify, by perceiving more accurately; inferiority and the like. They feel a sense of chaos and despair around. They need counsel to overcome their difficulties.

Students at times find difficulty in concentration, learning and recall. They feel tense, anxious and depressed. They need to be guided to get relief from all these. Some students also find adjustment to heterosexual relations difficult. They are not well-equipped regarding knowledge about sex. Parents generally do not make a good job of it. The lack of proper sex knowledge creates social and emotional conflicts. This is particularly so in co-educational colleges and universities. Most of the students come from unisex schools and colleges. They feel utterly confused in meeting the members of the

opposite sex. Much effort is needed in making these adolescents understand the normal interaction with the opposite sex and casual acceptance of the sexual growth. This information needs to be given to the students in a scientific manner, rather than treat it as a taboo and secretively learnt from undesirable place.

Generally, the students enter colleges and universities at an age when biological sex impulses are new and strong but the consummation of sex has to be delayed till one is able to earn and marry. Sex guidance has to be given to the students; they have to be educated regarding masturbation, nocturnal emissions, etc. and the educational programme has to be so planned that sex urge of the student's finds healthy outlets.

The youth need to be helped in clearing away some of the psychological underbrush which litters their pathways into the world. Some students are hard-pressed for finances. They need to be guided regarding the free ships, fee concessions, scholarships, stipends etc. available in the institution or offered by other welfare agencies and how and when to apply. The provision of financial assistance has to be ensured so that no meritorious student is denied education for lack of financial assistance.

Students are also harried with the problem of accommodation, particularly in big universities and almost all professional institutions. In most educational institutions, the resident students from only 30 percent or less of the students body. That means 70 percent of the student care faced with problems of both boarding and loading. Thus, off-campus-dwellers need to be assisted in obtaining proper accommodation and food services so that the search for these necessitates does not interfere with the learning process. This is particularly necessary in the case of foreign students. The Dean of

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Students Welfare with his panel of advisers can study the possibilities of securing 'healthy' accommodation with landlords of standing and good reputation in the location around the college or university. Many landlords are willing to accommodate students in spare rooms and guest houses at comparatively cheaper rates if these students are recommended by the college or university authorities. The landlords may be requested to keep a protective eye on the students staying in the house and to contact the authorities if they need help. Thus, the students staying can be helped in avoiding the spending of disproportionate amount of time seeking adequate and cheap accommodation.

1.5.8 Marital

Students might need guidance for the right choice of a life partner or he/she might be married but his/her married life might be unhappy. Marital guidance needs to be provided in institutions of higher learning.

Guidance programme is a service to the individual student and indirectly the whole society. Understanding and active support from the administrator, counselling officers, Liaison officers, teachers, medical staff, parents, etc. is basic to the success of any guidance programme. Emphasis need to be placed on effective team work and the realization that college/ university time is a valuable commodity which is to be used most profitably in the interest of the student population.

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Check your progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

3. Fill in the blanks

i) Guidance is a ………………………. Process.

ii) Vocational guidance assists an individual to choose an …………

iii) Recreational guidance assists in choosing ……………………

iv) Community guidance involves in planning a programme of ………

1.6 PROFILE OF A COMPETENT GUIDE

As a branch of psychological counselling, the principle of career counselling is that an individual is better equipped to make occupational plans after understanding his/her own abilities and characteristics. He can do so better with the help of qualified and experienced counselor by examining the requirements (job skills/ elements) of various occupations (job streams), and matching the two sets of facts under the guidance of his counselor.

In order to make the career of your choice or the one that suits your abilities most, you should acquire the knowledge of the 'world of work'. That you may do by:

- Knowing all possible Career Fields (Engineering, Medicine, Management etc.) that you may opt from.
- Knowing all the possible kind of jobs opportunities that are available in the market.
- Knowing all possible technical and non-technical institutes/ universities that train the aspirants for specific Career Fields.
- Identifying the job skills (elements) and personality characteristics required fulfilling a job successfully.

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- Matching your abilities and personality characteristics with the job requirements to be successful and satisfied (i.e. job satisfaction) with a respective job. For this you may further need the help of your career counselor who is trained to guide you towards the 'road to successes.

1.7 LET US SUM UP

We have come to understand that guidance is given to individual in making the best possible choices and adjustments. It is also evident that guidance is a life-long process which gives importance to individual differences and is meant for all. Major types of guidance also discussed. Guidance is an integral part of education which helps the individual to develop an all – round personality.

1.8 UNIT – END EXERCISES

1. What is guidance? Explain its scope and importance.
2. Explain the principles of guidance.
3. In what ways guidance is related to education? Explain.
4. Enlist various types of guidance and describe each with examples.

1.9 ANSWER TO CHECK YOUR PROGRESS

1. i) T
   ii) F
   iii) T
   iv) F
2. i) F
   ii) T
   iii) F
   iv) F
   v) F
3. i) Continuous
   ii) Occupation

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iii) Recreation

iv) Activities.

1.10 SUGGESTED READINGS

- Agarwal,R(2006) Educational, Vocational Guidance and Counselling, New Delhi, SipraPubliaiton.
- Bhatnager, A and Gupta, N (1999) Guidance and Counselling: A theoretical Approach(Ed), New Delhi, Vikash Publishing House.
- Jones, A.J. (19510. Principles of Guidance and Pupil Personnel work, New York, MiGraw Hill.

UNIT II

MEANING OF GUIDANCE

Structure

2.1 INTRODUCTION

We are social beings and so in some way or other we need help and guidance of others. Mother, father, grandparents, teachers and other elders, home, school and society guide youngsters for successful living. Due to explosion of knowledge, industrialization and changes in socio-economic set up the need of professional guidance is felt in the present day society. In this unit you will be familiarized with concept, principles, need of guidance, types of guidance and its merits and limitations.

2.2 OBJECTIVES

After going through this unit you will be able to:

- Explain the meaning, definition & need of guidance.
- List the characteristics of guidance.

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- Describe the types of guidance.
- State the objectives of guidance.
- Describe the principles of guidance.
- Differentiate guidance & Teaching.
- List the merits and limitations of guidance.

2.3 GUIDANCE MEANING

It is the nature of personal help which is given by an individual to some other individual to enable him to find adjustment with his physical and social environment, solve problems of life and thus live well in society. It is a process of helping an individual to gain a better understanding of his own characteristics and potentials and to relate himself more satisfactorily to the requirements and opportunities of the environment around him.

2.3.1 Guidance Definition

The term Guidance has been defined by several Psychologists. Some important definition is listed below.

"Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness."

-Ruth Strang

"Guidance is 'individualized education'. Each student is to be helped to develop himself to the maximum possible degree in all respects."

-kitson

"Guidance is a process through which an individual or groups of individuals are helped to make necessary adjustment to the environment-inside or outside the school."

-Proctor

"Guidance is assistance made available by personally qualified and adequately trained men or women to an individual of any age to help him manage his own affairs, develops his own points of view, make his own decisions and carry out those decisions."

-Crow & Crow

2.3.2 Characteristics of Guidance

Being a school Counsellor is difficult work. School Counsellors often have little time to tend to hundreds or thousands of students, but the impact that they can have makes the profession one of the most rewarding for those willing to pursue it. Here are 10 of the top traits every school Counsellor should have:

1. **Be a good listener.** The first thing that comes to mind is that school Counsellors must be able to listen. A large portion of a Counsellor's time is spent listening and processing the information given to you by others.
2. **Be able to assess.** Part of a Counsellor's job is to make accurate assessments of their students to prepare them for life beyond school. If you want to work in a high school setting, this includes being able to accurately assess a student's successes and shortcomings when it comes to making college choices, where to apply, and helping them narrow down what can be a daunting list of choices.
3. **Be an excellent communicator.** Having excellent communication skills is one of the most important skills a school_Counsellor can have. Being able to communicate ideas, thoughts, and feelings verbally is a trait that can never go unsung as a school Counsellor.

4. **Appreciate diversity.** Students come from a multitude of backgrounds, and being able to accept and embrace diversity is another trait that is crucial of a school Counsellor. Students come from all walks of life and all types of families, and helping students learn to accept and embrace their own diversity in a school setting is critical to a Counsellor's success.
5. **Be friendly.** School Counsellors must be warm and approachable to their students, and also to parents and faculty members. Being open and gregarious will often mean that students will trust you more than they trust their parents, and getting students to open up and let go of their burdens is one of the most rewarding things a school Counsellor can accomplish.
6. **Be authoritative.** When the situation calls for it, a guidance Counsellor must cross the boundary from friend to professional. If abuse or neglect is suspected or present, or if a student is engaging in risky or harmful behavior, a Counsellor must know when to show their authority and take the proper steps to ensure their student's safety.
7. **Be well-rounder.** A School Counsellor will often have a wide range of interests outside of work, and you never know when one of these interests will resonate with a student and prompt a connection that get your student to open up to you.
8. **Be able to co-ordinate.** Counsellors serve as coordinators for many school programs and activities. From college visits, setting standardized test schedules, and even administrative tasks- the Counsellor must be able to coordinate a number of tasks at a time.

9. **Have good evaluation skills.** Counsellors spend a lot of their time evaluating test scores or administering tests to students. Being able to accurately evaluate and translate these results to discuss a student's academic performance, or aid a professor in making an accurate assessment of a student's skills is vital.
10. **Have a sense of humor.** Often, having a sense of humor will be a school Counsellor's biggest asset in gaining a student's trust.

2.4 NEED OF GUIDANCE

In the olden days, elders in the family provided guidance to the youngsters in their day-to-day life. At times of crisis, all sought the guidance of the priests. But in today's world, marked by rapid increase in population, disappearance of joint family system, cut throat competitions and conflicts in our social life, fast changing scenario in the political, economic, scientific and technological fronts all have made it necessary to get guidance for every one of us. The significant reasons for perceiving guidance as a necessity in life are summed below:

- Complex nature of society.
- Individual differences.
- Welfare state and individual.
- Changing industrial and educational pattern.
- Changing economic pattern.
- Conservation of Human energy.
- Utilization of leisure time.
- Delinquent children.
- Development of wholesome relationships.

Objective of Guidance

- Development of personal potentialities of an individual.
- Orientation to educational and vocational opportunities and requirements.
- Adjustment to various situations.
- To monitor the academic progress of the students studying in the institutions.
- To acquaint the students with the prescribed curriculum.
- To assist in getting information about further education.
- To diagnose the learning difficulties of students and help they overcome the same.
- To assist the students to maximize their scholastic achievement.
- To help the students to review and reflect on their performance of the course.

Check your progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

1. Pre-service training is not necessary for ………………………..
2. Write any three characteristics of guidance………………………

2.5 PRINCIPLES OF GUIDANCE

- Guidance is a slow process.
- It is a continuous process.
- It develops an insight
- Problems confronted by individuals.

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- Problems are inter-related
- Guidance is based on individual differences.
- Guidance is both a specialized and generalized services.
- Guidance is an organized service.
- Guidance is for all.

According to Jones, the principles of Guidance are as follows:

1. Principle of individual differences.
2. Principles of specific abilities are not innate.
3. Principle of need of assistance in solving the problem of the individuals.
4. Principle of developing self-guidance.
5. Principle of important place of school in providing guidance.

2.6 LET US SUM UP

Guidance is a concept as well as process. Guidance is different from education and counselling. Guidance is based upon the principles of holistic development of individual, recognition of individual differences and dignity and acceptance of individual's needs.

Guidance is needed wherever there are problems. Guidance helps in optimum development of individual, solving different problem of the individual, Academic growth and development, Vocational maturity, vocational choices and vocational adjustments, social personal adjustment. Better family life, for conservation and proper utilization of human resources, and national development.

2.7 UNIT END EXERCISES

1. What is guidance? Discuss the need and importance of guidance.

2. Discuss the principles upon which guidance is based.

2.8 ANSWER TO CHECK YOUR PROGRESS

1. Guidance
2.
   i. Be a good listener.
   ii. Be able to assess.
   iii. Be an excellent communicator

2.9 SUGGESTED READINGS

- Agarwal,R(2006) Educational, Vocational Guidance and Counselling, New Delhi, SipraPubliaiton
- Bhatnager, A and Gupta, N (1999) Guidance and Counselling: A theoretical Approach(Ed), New Delhi, Vikash Publishing House.
- Jones, A.J. (19510. Principles of Guidance and Pupil Personnel work, New York, MiGraw Hill.

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UNIT III

TYPES OF GUIDANCE

Structure

3.1 INTRODUCTION

The guidance movement has had an interesting even though not completely satisfying history since its beginning early in the twentieth century. Various factors have combined to give impetus to the initiation of services that could meet the increasing number of vocational, educational, and personal problems of both young and older members of our modern complex society.

3.2 OBJECTIVES

After going through this unit you will be able to:

- Describe the types of guidance.
- Describe the principles of guidance.
- Differentiate guidance & Teaching.
- List the merits and limitations of guidance.

3.3 TYPES OF GUIDANCE

3.3.1 Educational Guidance

The term educational guidance is often confused with the term education as guidance. Educational guidance analyses and observes the students attitudes and exposes them in the right type of education which will reveal inborn capacities and help to develop them.

Definition

According to **Jones,** "Educational Guidance is concerned with assistance to be provided to the pupils which is expected for their adjustments in the schools, selection of curricula and schools like".

"Educational guidance may be defined as a conscious effort to assist in the intellectual growth of an individual."

-Brewer

Objectives of Educational Guidance

- To monitor the academic progress of the students.
- To acquaint the students with the prescribed curriculum.
- To identify the academically gifted, backward, creative and other category of special learners.
- To assist students in getting information about further education.
- To diagnose the learning difficulties of students and help they overcome the same.

3.3.2 Vocational Guidance

The activities to do in the future and the right place for the students to get in are related to them by vocational guidance. Vocational guidance is needed at the time when the individual is confronted with the problems relating to:

- Selecting an occupation

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- Selecting and securing preparation for an occupation.
- Adjusting to the job and making progress in it.

Definition

According to 'Crow and Crow' "Vocational Guidance usually is interpreted as the assistance given to the learner s to choose, prepare for and progress in an occupation."

According to 'Myers', "Vocational Guidance is the process of assisting the individual to do for himself certain definite things pertaining to his vocation."

Objectives of Vocational Guidance

Following are the objectives of vocational guidance:

1. Assisting the students to acquire such knowledge of the characteristics and functions, duties, responsibilities and rewards of occupations that are within the range of this choice.
2. Assisting a pupil to discover his own abilities and skills and to fit them into general requirements of the occupation under consideration.
3. Assisting the pupil to evaluate his own capabilities and interests with regard their worth to him and to society.
4. Helping the individual develop and attitude towards work that will dignify whatever type of occupation he may wish to enter.
5. Assisting the individual to think critically about types of occupations and to lean a technique for analyzing information about vacations.
6. Instilling in the pupil a confidences in the teachers and other guidance personal that will encourage him when he confers with them on personal and vocational problems.

3.3.3 Social Guidance

We are social animals. But social relationships constitute a problem area for most of the students. A school/educational institution is a miniature society and pupil from different socio-economic status, linguistic and social-cultural background read here.

Students some time may face problems in adjustment and social relationship. It is very important that the students to be helped in acquiring in feeling of security and being accepted by the group in developing social relationship and in becoming tolerant towards others. This is the task of social guidance. Formally social guidance can be given by educational institutions whereas informal guidance my ne provided by Family, religious, institutions, media etc.

Personal Guidance

In order to solve one's emotional, social, moral and ethical problems, the assistance offered to is defined as personal guidance. It deals with all the problems of life which are not covered by educational and vocational guidance. Thus the purpose of personal guidance is to help the individual in his physical, emotional and moral, spiritual development as well as adjustment at home in school and in society.

Avocational Guidance:

The individual student spends only a small portion of his time i.e. 4 to 6 hours per day in school. The rest of the time needs to be effectively management. Avocational guidance helps the child to judiciously utilize the leisure time. The other co-curricular activities play an important role in all-round development of the child but many parents, teachers and children put secondary importance to these activities. The students need to be properly guided for effective participation in varied

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types of avocational pursuits so that they are able to shape their interpersonal behavior in desirable direction and widen their outlook.

Health Guidance

Health is regarded as the wealth. Total health i.e. preventive and curative is the goal of health guidance. The health guidance may be a cooperative effort of Principal, Doctors, Counsellor/psychologist, Teachers, Students and parents. For promoting preventive care the conditions of school hostel, canteen needs to be checked. Similarly health education through formal classes and information is essential in school education stages. In the present day the concern of health guidance also pertains to guidance in HIV/AIDs.

Check your progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

1. Write the major types of guidance____________________
2. Indicate whether the following statements are true or false.

i. Guidance can be provided through magazines, books and correspondence

ii. Guidance process is nor a comprehensive process

3.3.4 GROUP GUIDANCE

When more than one individual are put together in a group for Educational, Vocational or Personal Guidance the situation they created is known as group guidance. It is guidance through activities; the group is formed on the basis of common problem of the members. There are two types of group guidance. They are oriententional and therapeutic.

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(i) Orientational kind of group guidance concentrated on orienting pupils to new environment. New courses or New Programmes.

(ii). Therapeutic group guidance is related to clinic side.

3.4 LET US SUM UP

Guidance is a concept as well as process. Guidance is different from education and counselling. Guidance is based upon the principles of holistic development of individual, recognition of individual differences and dignity and acceptance of individual's needs. Guidance is needed wherever there are problems. Guidance helps in optimum development of individual, solving different problem of the individual, Academic growth and development, Vocational maturity, vocational choices and vocational adjustments, social personal adjustment. Better family life, for conservation and proper utilization of human resources, and national development.

Guidance is helpful not only for student and teacher in an educational institution but also to the parents, administrators, planners and community members. A school guidance programme includes all those activities other than instructional which are carried out to render assistance to pupils in their educational, vocational, personal development and adjustment. The areas of guidance are very vast. Some of the important areas of guidance are personal, educational, vocational, avocational, health, social etc.

3.5 UNIT END EXERCIES

1. What is guidance? Discuss the need and importance of guidance.
2. Discuss the principles upon which guidance is based.

3. State the importance of educational guidance and vocational guidance.
4. Write short notes on:
    a) Personal Guidance
    b) Guidance and Teaching
    c) Avocational Guidance

3.6 ANSWERS TO CHECK YOUR PROGRESS

1.
    i. Educational
    ii. Vocational
    iii. Personal
    iv. Social
    v. Avocational
    vi. Health
2.
    i. True
    ii. False

3.9 SUGGESTED READINGS

- Agarwal,R(2006) Educational, Vocational Guidance and Counselling, New Delhi, SipraPubliaiton
- Bhatnager, A And Gupta, N (1999) Guidance and Counselling: A theoretical Approach(Ed), New Delhi, Vikash Publishing House.
- Jones, A.J.(19510. Principles of Guidance and Pupil Personnel work, New York, MiGraw Hill.

UNIT IV
COUNSELLING

NOTES

Structure

4.1 Introduction

4.2 Objectives

4.3 Definitions of Counselling

4.4 Major Elements of Counselling

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4.5.1 Purpose of counselling

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4.6.3 Emotional input

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4.6.5 Solution Choosing

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4.8.2 Non-directive or permission or client-centered counselling

4.8.3 Eclectic counselling

4.9 Counselling as applied to education

4.10 Let us sum up

4.11 Unit-End exercise

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4.12 Answer to check your progress

4.13 Suggested Readings

4.1 INTRODUCTION

"In education our goal is guidance; our technique among other is counselling" - has been aptly said by David V. Tiedemann. Counselling is said to be the core of the entire guidance programme. It is considered to be the most intimate and vital part of the guidance programme.

Counselling is as old as society itself. In everyday life, we find, counselling goes on at many levels – in a family setup, parents counsel their children, in society doctors counsel patients, lawyers clients, teachers students. In other words, there is no limit to the problems on which counselling can be offered or to the type of persons who can render this help.

Professional counselling, in its present form, is a recent development. Colleges and universities, industries and business establishments are becoming increasingly interested in Counselling and its potential for improving interpersonal relation in the multitude of counselors, there is safety. No wonder, Counselling is being recognized as on important technique of guidance here, there and everywhere!

4.2 OBJECTIVES

After going through this unit, you will be able to:

- Explain the term counselling and its relation to various fields.
- Discuss the various definition of counselling;
- Describe the major elements of counselling;
- Differentiate various areas of counselling;
- List of characteristics of a counselor; and
- Select the appropriate approaches applied to education.

4.3 DEFINITION OF COUNSELLING

Counselling has been understood and defined in a number of ways:

i. Webster's dictionary defines Counselling as "Consultation, mutual interchange of opinions, deliberating together".

ii. Wren (1962) says, "Counselling is a dynamic and purposeful relationship between two people who approach a mutually defined problems with mutual consideration of each other to the end that the younger or less mature, or more troubled of the two is aided to a self-determined resolution of his problem"

iii. James Michael Lee and Nathaniel J. Pattan say, "Counselling is the relationship between two persons in which one of them attempts to assist the other in so organizing himself as to attain a particular form of happiness, adjustment to a life-situation, or in short, self-actualization. Counselling always involves a one-to-one relationship that is one client and one guidance worker in a formal or an informal interview situation".

iv. Merle M. Ohlsen (1977) writes, "Counselling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behaviour goals, to acquire the essential social skills, and to develop the courage and self-confidence to implement desired new behaviours".

v. According to Arbuckle (1965), "Counselling is helping a person to come to see who he really is, what he has and does not have; what he can do easily, what he can do with difficulty and what he probably cannot do at all --- (It) is a close sharing of a human relationship with one who has for him a high regard; one who can offer him unconditional acceptance, but one who has no guarantees, no answers".

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vi. Pepinsky and Pepinsky (1954) feel, "Counselling relationship refers to the interaction which (i) occurs between two individuals called "counselor" and "client", (ii) takes place within a professional setting and (iii) is initiated and maintained as a means of facilitating changes in the behaviour of the client. The Counselling relationship develops form the interaction between two individuals, one a professionally trained worker and the other a person who seeks his services".

vii. Hahn and Maclean (1955) define "Counselling as a process which takes place in a one-to-one relationship between an individual beset by problems with which he cannot cope alone and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties".

viii. Blocker (1966) explains it as "helping an individual become aware of himself and the ways in which he is reacting to the behavioural influences of his environment. It further helps him to establish some personal meaning for this behaviour and to develop and clarify a set of goals and values for future behaviour".

4.4 MAJOR ELEMENTS OF COUNSELLING

An analysis of the above viewpoints will reveal the major elements of counselling:

(a) Counselling involves two individuals – one seeking help and the other, a professionally trained person who can help the first.

(b) There should be a relationship of mutual respect between the two individuals. The counselor should be friendly and co-

operative and the counselee should have trust and confidence in the counselor.

(c) The aim of counselling is to help a student to form a decision, make a choice or find a direction at some important fork in the road such as that of planning a life career, a programme in college or university, or a campaign to obtain employment.

(d) It helps the counselee acquire independence and develop a sense of responsibility. It helps him explore and fully utilize his potentialities and actualize himself.

(e) It is more than advice-giving. Progress comes through the thinking that a person with a problem does for himself rather than through solutions suggested by the counselors.

(f) It involves something more than the solution to an immediate problem. Its function is to produce changes in the individual that will enable him to extricate himself from his immediate difficulties.

(g) If concerns itself with attitudes as well as action.

(h) Emotional rather than purely intellectual attitudes are the raw material of the counselling process. Information and intellectual understanding have their place in the counselling process. But it is the emotionalized feelings which are most important.

Counselling is a generic service of student personnel work having a wide range of activities and includes faculty advising, Counselling in psychological clinics, mental hygiene and other specialized types of counselling. It is a body of techniques which helps young individuals to grow up normally through guided learning.

Counselling has proved to be very useful wherever the development of an individual student is cared for. It helps an individual

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to know himself better, gives him confidence, encourages his self-directive ness and provides him with new vision to grow.

4.4.1 What Counselling is not?

1. Counselling is not giving information though information may be given.
2. Counselling is not giving advice, making suggestions and recommendations.
3. Counselling is not influencing the client's values, attitudes, beliefs, interests, decision, etc. with or without any threat of admonition.

The main objective of counselling is to bring about a voluntary change in the client. For this purpose, the counsellor provides facilities to help achieve the desired change or make the suitable choice. *The client alone is responsible for the decisions or the choices he make, though the counsellor may assist in this process by his warmth and understanding relationship.*

4.5 COUNSELLING AND PSYCHOTHERAPY

Counselling and psychotherapy are different. Although the psychotherapist uses counselling as one of the techniques of treatment, psychotherapy is concerned mostly with individuals whose behaviours are neurotic. It deals with repressed individuals but counselling is concerned mostly with normal anxieties. Psychotherapy operates in a medical setting whereas counselling operates in an educational setting. Psychotherapist uses play therapy, psychodrama, socio-drama, etc. as techniques; in counselling, such techniques are used as can be employed in educational institutions, industrial establishments etc. Psychotherapy is deeper in scope whereas counselling is broader in

scope. A counsellor cannot be a psychotherapist, a psychotherapist can be a counsellor, being better and specially qualified.

4.5.1 Purpose of Counselling

Dunsmoor and Miller are of the view that the core of student counselling is to help the student to help himself. From this point of view they describe the following purposes of students counselling:

1. To give the student information on matters important to success.
2. To get information about student, which will be of help in solving his problems.
3. To establish a feeling of mutual understanding between student and teacher.
4. To help the student work out a plan for solving his difficulties.
5. To help the student know himself better-his interests, abilities, aptitudes and opportunities.
6. To encourage and develop special abilities and right attitudes.
7. To inspire successful endeavour toward attainment.
8. To assist the student in planning of educational and vocational choices.

It is obvious that the goal of counselling is problem clarification and self-directed needs. The counselling officer helps the student to understand the problems and helps the student to help himself. In this process, the role of the student is objective self-assessment of the situation and the role of counselling officer is to formulate the decision making process and to act as the stimulator of insights and sensitivities of the student.

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Counselling does not solve the problems but helps in solving and if solution is not possible to help face challenges and to live with them.

The fact is so well brought out in Hannah's Green-book. Here, the girl bitterly accuses her psychiatrist after an unpleasant incident- what good is your reality when justice fails and dishonesty is glossed over and the ones who keep faith suffer ----what good is your reality then?

The response is "—I never promised you a rose garden, I never promised you perfect justice --- and I never promised you peace or happiness, my help is so that you can be free to fight for all of these things. The only reality I offer is challenge and being well is being free to accept it or not at whatever level you are capable. I never promise lies and the rose garden world of perfection is a lie and a bore too".

4.5.2 Scope of Counselling

Counselling has a vast scope. According to Williamson, " The techniques of counselling individual students may be observed in greatly modified form, in the individualized service; granting loans and scholarship; handling discipline cases; assignment of rooms and selection of room-mates in dormitories; advising on student activities and programmes; helping students choose vocational objectives; selecting optional courses of study; learning to ready at college rate and comprehension."

Concerns about educational progress, course programme planning , financial and health matters, and problems of family, social and emotional adjustment are commonly expressed in the context of counselling. Very often, many of these are closely intertwined in experience of the same student. In such instances, terms such as

'vocational problem' and 'emotional problem' are nothing more than convenient labels which serve as tentative and approximate methods of classifying counselling cases. It often happens that a problem which is initially expressed by the student as simply one of learning how to study better or of making a suitable vocational choice turns out to be much more complex than that.

Counselling is a term that is used quite loosely for fact-to-face interviews in which the counsellor attempts non-coercively to help the counselee or client, or a group of clients, to make personal decisions.

It may be helpful to differentiate three levels of activity related to training:

(1) *Informal Counselling:* - It is any helping relationship by a responsible person who may have little or no training for the work. For instance, ladies helping patients in hospital through friendly conversations with them.

(2) *Non – Specialist Counselling by professionals* – it is the help provided by physicians, lawyers, teachers, ministers and others who do a great deal of face-to-face work with psychological problems in the course of their other work. Sometimes, special titles are used like "religious counselling" or "financial counselling".

(3) *Professional counselling:* - it is helping another person with decision and life – plans, whether personal or educational-vocational, by a person specially trained for this work. Professional counsellors are usually psychologists, or educational psychologists. 'Professional' means among other things the possession of master's or doctor's degree with at least a year of supervision by a trained professional and the acceptance of a professional code ethics. Training of

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psychologists, among other things, emphasizes test interpretation, research, the psychology of personality, occupational information and experience with a variety of clients.

4.5.3 Classification of Counselling

Counselling can be classified according to the *nature of the problem, the complexity of treatment, and the competence of the counsellor.*

Some writers classify counselling in terms of several factors. Lloyd Jones and Smith, for example, describe various level of counselling with respect to the depth of the problem, length of contact degree of need, and the skill of the counsellor.

At the *Surface level* is the counselling offered when the student wishes only some item of information. The counselling given may be casual; it is brief, and it may be superficial in that it is not extensive or intensive. The need for help is important even though slight, and the relationship maintained through the brief contact should not be less than that maintained during the long counselling session.

Counselling at the *next level* requires a more prolonged contact because the counselee needs more and complicated information. He may, for example, wish assistance in planning a programme of study for a two or four year period. As the problems became more complicated and as more intensive study of the case is required, and more specialized help is needed, counselling at deeper levels becomes necessary.

When the student is seriously disturbed, *therapeutic counselling* may be needed. Williamson feels that counselling is needed not only for helping individuals to gain insight into their emotional conflicts but also for helping them with problems stemming from lack of

information, such as information about vocational aptitudes and interests or about work opportunities, so that they may conduct their future adjustments in such a way, that a 'minimum of maladaptive repressions' occur.

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4.5.4 When Counselling is required?

The following are some of the situations in which counselling is needed.

(i) When the student needs not only reliable information but an interested interpretation of such information as meets his own personal difficulties.

(ii) When the student needs a wise, sympathetic listener with broader experience than his own, to whom he can recount his difficulties and from whom he may gain suggestions regarding his own proposed plan of action.

(iii) When the counsellor has access to facilities for helping in the solution of a student's problem to which the student does not have easy access.

(iv) When the student is unaware that he has a certain problem but for his best development, must be around to a consciousness of that problem.

(v) When the student is aware of a problem and of the strain and difficulty it is causing, but is unable to define and understand it, and is unable to cope with it independently.

4.5.5 Who should be counseled?

The following types of students are in urgent need of counselling:

(i) Students who have a consistent record of under-achievement.

(ii) Students whose scholastic achievement drops suddenly.

(iii) Students who need financial aid in order to continue their studies.

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(iv) Students who find it difficult to participate in class and extra – class activities.

(v) Students who use exhibitionism for gaining recognition or attention in class.

(vi) Students who find it difficult to adjust to the college/university

(vii) Students who find it difficult to adjust to the college/university.

(viii) Students who display unusual ability in any direction- intellectual artistic, musical etc.

(ix) Students who have behaviour problems such as drug addictions, aggressiveness, bullying, stealing, shyness, timidity, etc.

Check your progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

1. State whether the following elements are 'true' or 'false'

i) Counselling is a continuous process

ii) The purpose of counselling is to improve the mental health of the client.

iii) Guidance and counselling are synonymous.

2. i) Mention two similarities between psychotherapy and counselling

…………………………………………………………………………

ii) Define Counselling

…………………………………………………………………………

iii) How is advising different from counselling?

……………………………………………………………………….

4.6 ELEMENT OF COUNSELLING

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The key elements of counselling are

1. Listening
2. Defining the Problem
3. Emotional input
4. Problem solving process
5. Solution choosing

4.6.1 Listening

Counselling helps the individual to become self-sufficient, self-dependent and self-directed. Active listening is another way of expressing the basic counselling relationship. The first and foremost element in the counselling process is listening.

It makes the clients to believe that there is someone who can hear our problem and it also gives them confidence to rely upon the counselor. Listening to the problem helps the client to come out with their real problem and help the counselor to diagnose and identify the cause for the problem the client is facing

4.6.2 Defining the Problem

As listening to the client the counselor will be able to find out what are the problem and the causes for it so the next element in the counselling process is to define the problem. To define the problem gives the counselor the clear picture of the problem and the ways to find out the solution for it.

4.6.3 Emotional Input

Counselling as a helping relationship-extends the empathetic understanding, respect for the client's potentials to lead his own life and congruence or genuineness. They are viewed as representing not only the counsellor's skills as reflection of feeling and content but also the counsellor's fundamental attitude to clients or capacity for altruistic care and concern. Hence this element in counselling helps the counselor

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to build confidence on the client that they will be able to sort out the problem. This elements brings belief on the counsellor and relies on them to find solution to their problem.

4.6.4 Problem Solving Process

Through analysis of the problem finding out the varied solution for the problem is the next key element in the process of counselling.

4.6.5 Solution Choosing

Choosing better solution depending upon the problems the client is facing is the last element.

Check your progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

3. List the key elements of counselling

…………………………………………………………………………

………………………………………………………………………..

4.7 CHARACTERISTICS OF A COUNSELLOR

To be an effective counselor a) one should be commitment to the profession and style b) should take responsibility for one’s growth and strive for excellence in one’s personal behaviour c) dedicate to help other people without having a vested interest in the particular direction that he may choose d) involves controlling one’s own needs, desires and preferences in favour of the best interests of the client. e) Learn to become comfortable in the presence of other’s discomfort, and f) function well with abstract ideas and ambiguous circumstances. The following list suggests a cluster of personal qualities and characteristics that the counselor is normally expected to exemplify:

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- Effective counselors have an identity: They know who they are, what they are capable of becoming, what they want out of life and what is essential.
- They respect and appreciate themselves: they can give help and love out of their own sense of self-worth and strength.
- They are able to recognize and accept their own power: They feel adequate with others and allow others to feel powerful with them.
- They are open to change: They exhibit a willingness and courage to leave the security of the known if they are not satisfied with what they have. They make decisions about how they would like to change, and they work toward becoming the person they would like to become.
- They are making choices that shape their lives: They are aware of early decisions they made about themselves, others and the world. They aren't the victims of these early decisions, for they are willing to revise them, if necessary.
- They feel alive and their choices are lie oriented: They are committed to living fully rather than setting for mere existence.
- They have a sense of humor: They are able to put the events of life in a perspective, and they have not forgotten how to laugh, especially at their own contradictions.
- They appreciate the influence of culture: They are aware of the ways in which their own culture affects them, and they respect the diversity of values espoused by other cultures. They are also sensitive to the unique differences arising out of social class, race and gender.

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- ❖ They have a sincere interest in the welfare of others: This concern is based on respect, care, trust and a real valuing of others.
- ❖ They become deeply involved in their work and derive meaning from it: They can accept the rewards flowing from their work.

4.8 FORMS OF COUNSELLING

There are three forms of counselling. These are divided on the basis of the nature of the counselling process and the part of the counsellor:

1. Directive or Prescriptive or Counsellor-centered counselling
2. Non-Directive or Permissive or Client- centered counselling
3. Eclectic counselling.

4.8.1 Directive or Prescriptive or counsellor – centered Counselling

E. G. Williamson is the chief exponent of this view point, such type of counselling involves six essential steps:

Analysis – Collecting from a variety of sources the data needed for an adequate understanding of the student.

Synthesis - Summarizing and organizing the date so that they reveal the student's assets, liabilities, adjustments and maladjustment.

Diagnosis - Formulating conclusions regarding the nature and the cause of the problems exhibited by the students.

Prognosis – Predicting the future development of the students' problems.

Counselling - The counsellor's taking steps with the student to bring about adjustment and readjustment for the student.

Follow –up-Helping the student with new problems with recurrence of the original problem and determining the effectiveness of the counselling provided to him

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Here the counsellor plays the major role; he does all that he can to get the counselee to make a decision in keeping with his diagnosis. He tries to direct the thinking of the counselee by informing, explaining, interpreting and advising.

A considerable use of interpretations and direction by the counsellor has led to this type of counselling being described or counsellor-centered or active approach technique.

4.8.2 Non-Directive or Permissive or Client – centered counselling

Carl R. Rogers is the chief exponent of this view point. In this type of counselling, it is the client-the counselee-who is the pivot. He takes an active part in the process of therapy. He gains insight into his problem with the help of the counsellor. It is he who takes decisions as to the action to be taken. The counsellor's role is passive. This type of counselling is a growth experience.

The goal is the independence and integration of the client rather than the solution of a particular problem. The principal function of the counsellor is not to cultivate self-understanding in the client but instead, to create an atmosphere in which the client can work out his own understanding. The emotional elements or the feeling aspects are stressed rather than the intellectual aspects and the counselling leads to a voluntary choice of action.

4.8.3 Eclectic Counselling

Some psychologists like Bordin believe that Rogers and Williamson are towards opposite ends of the pole and the counselling methods maybe evaluated along a continuum from non-directive to directive, when a counsellor deliberately tries to incorporate in his practice both directive and non-directive techniques, the result is eclecticism. F.C. Thorne, who is the exponent of this view, finds that it is possible for counsellors to alternate between directive and on-directive methods evening the

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same interview without disrupting the non-directive permissive relationship with the client.

Here, the counsellor first studies the personality and needs of the individual. He then selects the technique that would be most helpful for the individual. He can start with the directive one but when the situation demands, the counsellor may switch over to the non-directive and vice-versa. The attempt is made to adjust the technique to the requirements of the situation and the individual. Even techniques like reassurance, merely giving information, case history, testing, etc. can be used to achieve the purpose. The counsellor must be competent and proficient in the use of all available methods. The validity of the results is determined by the skill with which any method is used with reference to etiologic diagnosis and the indications of each individual case. The critical factor is not what method is used but rather the skill which it is used.

The process of eclectic counselling proceeds somewhat along the following lines:

i. Counselling maybe preceded by an intake interview.

ii. During the opening phase of counselling, the counsellor tries to establish rapport and may have to do structuring so that the client understands what to expect of counselling.

iii. To enhance the client's self-understanding, information, about him and his background may be gathered from various sources. The client needs to be helped to assimilate this information.

iv. Educational, occupational and social information, if needed by the client, may be supplied to him.

v. The client achieves emotional release and insights, alters his perceptions and attitudes about himself and his situations.

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vi. During the closing phase the client makes decisions and plans, modifies behaviour, and solves his problems.

vii. There may be follow-up contacts, if needed.

No matter what method or view –point-directive, non-directive or eclectic is employed in the practice or interviewing and counselling, counselling should have *developmental preventive* and *remedial* values

It is obvious that counselling process is viewed differently by different approaches. But in spite of the diversity in approaches to counselling, there are some common factors which are:

(i) All counsellors accept the importance of ideal counselling relationship

(ii) Interview is the basic tool of counselling.

(iii)The counselling relationship is built during interviews.

(iv) All counsellors realize the importance of acceptance of and respect for the counselee.

Check your progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

4. State whether the following statements are 'true' or 'false'

i) Psychological tests are used in non-directive counselling. (T/F)

ii) Diagnosis is a step in the directive counselling. (T/F)

5. Fill in the blanks

i) ……………..is the proponent on non-directive counselling

ii) The name of Frederick Thorne is associated with……………

6. i) mentions the steps involved in directive counselling.

………………………………………………………………………………

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4.9 COUNSELLING AS APPLIED TO EDUCATION

Counselling is a confidential interaction between a professionally trained counselor and a student or small group of students. Counselors help students, staff, and parents by:

- Developing programs that promote healthy life-styles and build positive school climate.
- Meeting with parents, teachers, and students to help support and encourage a successful school experiences
- Offering small support groups when needed on issues such as changing families, developing friendships, grieving, self-esteem, and anger management.
- Interpreting standardized test scores to promote awareness about a student's strengths and progress.
- Advising students on class selection and academic opportunities
- Coordinating mentoring opportunities and support services for at-risk students.
- Developing a Peer Helping Program
- Supporting parents, students, and teachers through the ABCs for Solutions process.

4.10 LET US SUM UP

Different authors have defined counselling with differing emphasis on various aspects. However, most of them agree that counselling is a process and involves a relationship between professionally trained counsellor and an individual in need to help.

Counselling as a scientific technique is based on a set of principles and assumptions. Counselling assumes that every individual is capable of taking his/her own decisions and also that he/she has a

right to choose his/her path. The counsellor does not give him /her advice or solves problems for him/her but only facilitates judicial thinking and decision – making.

4.11 UNIT END EXERCISES

1. What is counselling? Explain its elements.
2. Explain various forms of counselling.
3. Critically evaluate the advantages and limitations of group counselling.

4.12 ANSWERS TO CHECK YOUR PROGRESS

1) i) True ii) True iii) False
2) i) a) aim is to assist the person to lead a more adjusted and satisfying life.

   b) Relationship between the client and the therapist/counsellor is of vital.

   Importance.

   ii) Counselling is a process which involves a relationship. It involves a relationship between a professionally trained competent counsellor and an individual seeking help. This relationship is not casual, matter of fact or business like. It is characterized by warmth, understanding, acceptance and trust.
3) The key elements of counselling are
   - Listening
   - Defining the problem
   - Emotional input
   - Problem solving process
   - Solution choosing
4) I) False II) True III) False
5) i) Carl Rogers

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ii) Directive approach

6) Analysis, Synthesis, diagnosis, prognosis and counselling.

4.13 SUGGESTED READINGS

- Kochhar, S. K. (1990) Educational and vocational Guidance in Secondary schools. Sterling Publisher, New Delhi.
- Bengalee, Mehro D. (1990) – Guidance & Counselling, Sheth Publication, Mumbai.
- Gibson & Michel (1986) – Introduction to Counselling and Guidance, Mac Milan Publishing Company.

UNIT V

APPROACHES IN COUNSELLING

Structure

5.1 INTRODUCTION

In the first unit, you have read about guidance. Sometimes you may be confused about the two terms guidance & counselling. In this unit, we will discuss about the concept of counselling, its meaning, principles & characteristics. We will also know about the techniques of counselling and the difference between guidance and counselling. Counselling is the central aspect of the whole guidance programme. All the activities and Services of the guidance programme leads to and help in the Counselling process, counselling is aimed at helping the individual in solving problems in future and also enhancing personal, social, emotional, educational and vocational development. Counselling has Remedial, Preventive and Developmental value.

5.2 OBJECTIVES

After going through this unit you will be able to:

- Explain the meaning, definition & need of Counselling.
- List the characteristics of Counselling.
- Describe the principles of Counselling.
- State the techniques of Counselling.
- Explain the organization of Counselling is schools.
- Differentiate Guidance &Counselling.
- Differentiate Counselling& Teaching.

5.3 NATURE OF COUNSELLING

Ruth Strong defines, "Counselling is a face to face relationship in which growth takes place in the counselor, as well as counselee".

Erickson defines "A counselling is a person to person relationship in which one individual with problems and needs turns to another person for assistance.

5.4 PRINCIPLES OF COUNSELLING

We have already discussed the meaning and principles of guidance. Now we will discuss the principles of counselling. The principles on which the process of counselling is based are

- It involves a face-to-face relationship between two persons.
- It is emotional rather than purely intellectual attitude.
- It is more than advice giving. The progress comes through the thinking that a person with a problem does for himself.
- It involves solution of immediate problem as well as the future decision of the individual.

The counselor should follow the above principles while counselling to make the process of counselling effective. It is not an easy task. To

make the process successful the counselor should also follow certain principles in his own self to develop his skills. He should follow the principles as given below during counselling.

Warmth: The Counsellor should communicate personal warmth and make the client feel welcome valued as individuals.

Acceptance: The Counsellor should accept the person & his feelings for what he is without criticizing him. He should also accept the person irrespective of age, race, sex, etc.,

Genuineness: The counselor should be very honest with himself and with client he should be very open, friendly and defensive.

Empathy: Instead of showing sympathy to the person having problems, the counselor should show empathy, which means to sense the feelings and experience of another person.

In order to make good relationship the above qualities should be acquired by a counselor. He should imbibe these qualities to follow the principles of counselling properly.

5.5 TYPES OF COUNSELLING

There are three main approaches of counselling namely

1. Directive counselling
2. Non-directive counselling
3. Eclective counselling

5.5.1 Directive Counselling

In this method counselor has to play the main role, it is counselor-centred approach. The counselor is very active and he expresses his ideas and attitudes independently. A counselor has to advice and suggest some remedy to the counselee. It is also known as prescriptive counselling. It is a process of counselling in which the counselor directs the activities of the counselee.

This method was developed by E.G. Williamson of the University of Minnesota. According to this school of thought, the counselor owns entire responsibility of solving clients 'problem. In this procedure, the counselor explores the problem, defines it, diagnosis it and tells about the remedy of the problem.

Basic Assumptions of Directive Counselling:

This approach is based on the assumptions of viewing his problems objectively. According to Williamson the following are the assumptions of such type of counselling.

1. The goal of the counselling is to help the person in his all-round development of the personality.
2. The counselling accepts the person’s uniqueness.
3. The counselling is based on the desirability and not on forcing the counselling on a person.
4. The counselling should be provided only when the pupil faces some problems and when he himself fails to solve the same. From this point of view, counselling is remedial device.
5. In counselling, the mutual relations are neutral.
6. The counselling, is focussed on the self-assumption regarding the client’s problems.
7. The counselor respects the dignity of the client.

Hence Williamson looks the counselor as a teacher whose duties are to enable a person to understand his own capacities, attitudes and interests, self-motivation and identification of life-techniques etc.

Procedure of Directive Counselling:

E.G. Williamson the chief exponent of this view point has described the following six steps of direct counselling.

1. Analysis: In this step, data and information's are collected regarding the situation or the client which can be used in the counselling process as a valid and reliable base. For this purpose he uses various methods such as cumulative records, interview, and records of various kinds, autobiography, anecdotal record and psychological tests.

a) Clinical Method: In this clinical method the results of each test are interpreted singly and in relation to other tests and other personal and social data. Their importance is judged subjectively and a judgement is made on the basis of that.

b) Psychometric Profile Method: This method test scores are compared with occupational groups to ascertain which he resembles most clearly.

c) Psychometric Index Method: In this method an individual's scores are converted into one total score or index which shows how he compares with members of the occupation in question.

For the integration of entire data, case-history method is used. It includes family history, recreational interests and habits etc.

2. Synthesis: It is defined by Williamson as the process of summarizing and organizing the data or information collected about the individual. The purpose of this is to being out the assets, liabilities, of the individual is obtained. For achieving this purpose case conference, discussion with the client and interviews with the client and interviews with the client are frequently used.

3. Diagnosis: The problem of the counselee is finally identified and established in this state. The problem is not only stated and described but also its causes and dynamics are interpreted and described. Diagnosis has the following main steps:

1) Identification of problem
2) Discovering the causes
3) Discovering the remedy

4) Prescription.

4. Prognosis: This is prediction of the consequences or outcome of the identified problem and its dynamism. It is generally in the form of a hypothesis which is for the consideration of the client.

5. Counselling or Treatment: This is the final stage of counselling at which all the possible ways of solving the problem lie. All the possible hypotheses are discussed with the client who with the help of the counselor analyses his problem and finally selects the most probable or most appropriate way of helping himself to being about adjustment and readjustment for the client.

6. Follow up: In this step, the evaluation of the effectiveness of the counselling procedure is done. Helping the client with new problems of with recurrence of the original problem and determining the effectiveness of the counselling provided to him. In this it is observed what the client could achieve through counselling?

Characteristics of Directive Counselling:

1. The counselor play a vital role in the process.
2. He gives advice to the client.
3. In this process, the focal point is the problem, not the person.
4. The client is sub-ordinate to the counselor not a par.
5. The methods used in this counselling are direct, persuasive and explanatory.
6. Counselling stresses more on the person's intellectual aspect than the emotional aspect of his personality.

Advantages of Directive Counselling

1. This method is useful from the time consumption view-point. It saves a lot of time.

2. In this type of counselling, there is more focus on the problem and less on the person.
3. The counselor can look the client directly.
4. Counselling -focuses more on the intellectual aspect of the person than his emotional aspects of the personality.
5. In this process the counselor becomes readily available to help the client which makes the client very happy.

Disadvantages or limitations of Directive Counselling:

1. In this process the client is more dependent. He is also unable to solve the new problems of maladjustment.
2. As the client is never independent of the counselor, it is not an effective and best guidance.
3. Unless and until a person does not develop some attitudes through experience he cannot make any decision himself.
4. This types of guidance always lacks such experience and development of attitude.
5. The counselor fails in saving the client to commit the mistakes in future.
6. There is scarcity of information's regarding the pupil which creates the possibility of wrong counselling.
7. It is basically a rational process.

5.5.2 Non - Directive Counselling

Origin and Meaning: Client - centered or Non- Directive counselling, as it is sometimes called is derived from the work of Carl Regoers, his students and colleagues, Rogers has become widely recognized as a distinguished teacher, researcher and writer, He began his career as a practing clinician in a community child guidance clinic.

This form of counselling developed over a period of time. Many areas came to be included in such type of counselling, as the

development of personality, group leadership, education and training, creativity and interpersonal relationship. This theory was developed between 1930 and 1940. This theory believes that sufficient means of solving a person's problems are present within the person himself. The counselor's function is to provide such an environment in which the client is, independent to grow so that he may become what he likes to become.

In this type of counselling, it is client - the counselee - who is the pivot. He takes an active part in the therapy. He gains insight into his problem with the help of the counselor and takes decisions about the action to be taken. The counselor's role is passive. The goal is the independence and integration of the client rather than the solution of a particular problem. The counselor creates an atmosphere in which the client can work out his own understanding. He never interferes in the client's ideas, thoughts, feelings, and flow of expressions, here, the client is led to the point of self-realization and self-help without telling him anything directly. The client is made able to explore, to look at himself and to begin experience his feelings which result in discovery and a reorganization of the self. Thus it is a growth experience. In this, the client can act with his own intellect or understanding. In the Non - Directive counselling, emotional or affective aspects are emphasized more than the intellectual aspect.

Basic Assumptions of Non-Directive Counselling

It is very important to remember the fact that all theory development is influenced by the theory builder's beliefs and assumptions.

1. *Belief in the dignity of man:* Rogers believed that strongly in the dignity and worth of each individual. Every man is capable of

making his own decisions and this right of every individual should be respected.

2. *Tendency towards Actualization:* Every man has the inherent tendency to attain growth, health, adjustment, socialization, independence and self-realization. This directional tendency is called actualizing tendency".
3. Man is basically good and trustworthy.
4. Emotional disturbance inhibits a person's proper adjustment.
5. Each individual is unique and of value.

Procedure in Non-Directive Counselling.

Rogers suggests the following steps for Non-Directive Counselling

1. The Counselor defines the problematic situation.
2. Free expression of feelings. The client expresses his own feelings, attitudes, and ideas. The counselor remains passive. He encourages free expression of feelings and
3. Classification of positive and negative feelings. Here, the counselor identifies the positive and negative feelings expressed by the client.
4. Development of insight. The counselor goes on thinking regarding the clients new feelings along with the development of client's insight.
5. Termination of the counselling situation. The counselor looks for a point where he can terminate the counselling situation. It is the point where the client becomes self-confident, i.e., he is able to solve problems by himself.

Characteristics of Non- Directive Counselling

a. It is client – centered
b. It is based on the principle that a person has so much capacity and drives to grow and develop.

c. It accepts a person and he is free to express any of his feelings.
d. It improves the psychological adjustment of the client.
e. It reduces psychological tensions.
f. It aims at bringing changes in the functioning of the client.
g. In this type of counselling the entire responsibility is of the client.

Advantages of Non - Directive Counselling

1. It ensures the development of problem -solving ability in the client.
2. It shifts the person from his unconscious state of mind to the conscious state of mind and releases tension.
3. Since, it is client - centered, unwanted tests can be avoided.
4. The impressions derived from Non-Directive counselling lasts for a long period.

Limitations of Non - Directive Counselling

1. It is not so deep like psycho - analysis.
2. It is a time consuming process.
3. All the problems cannot be solved by talks only.
4. Due to the passive nature of the counselor the client hesitates in expressing his feelings.
5. It is not possible in all schools because the counselor has to attend to many pupils.
6. The client is not given explanation regarding why he feels so.
7. The client cannot fully depend on his resources, decisions and intellect.
8. It is not useful for children, old and sick people.
9. The counselor has no permission for flexibility.

5.5.3 Eclectic Counselling

Nature of Eclectic Counselling

Eclectic counselling is defined as the synthesis and combination of directive and non-directive counselling. It represents a middle class status between the two extremes represented by the non-directive technique on the one hand and the directive technique on the other hand. In eclectic counselling, the counselor is neither too active as the directive counselling, nor too passive as in non-directive counselling. He just follows the middle path between these two extremes.

The term 'eclectic' means - accepting or choosing from various sources. It implies not depending on as confining to just one source or one system, but drawing upon all the sources or systems for achieving one's purpose.

Eclectic counselling means that it only emphasizes that a counselor should not use particular approach blindly approach blindly for all time. He should sort out which treatment is which case or at what stage of counselling is most appropriate and should use any of these whichever saves his purpose. He should use all the technique according to the situation.

The chief advocate of this type of counselling is F.C.THORNE. Here, the counselor first studies the personality and needs of the individual. He then selects the technique that would be most helpful for the individual. In this process of counselling, the counselor may starts with the directive counselling methods, but when the situation demands, the counselor may switch over to the non-directive and vice versa. The attempt is made to adjust the techniques to the requirements of the situation and the in dual. In this, the techniques should be according to the situations and the client.

In this eclectic counselling, the counselor and the client are active and co-operative.

Characteristics of eclectic counselling

a. In this, object and coordinating methods are used.
b. In the beginning of counselling, client active methods are used and the counselor remains passive.
c. In this, more importance is assigned to the job efficiency and treatment.
d. In this, the principle of low expenditure is emphasized.
e. In such counselling, for the use of all the methods and techniques, the professional efficiency and skill in the counselor are must.
f. Keeping in mind the need of the client, it is decide whether directive method or nondirective methods should be used.
g. Making on opportunity available to the client is insisted so that they may find them the solution of the problem. Making opportunity available to the client, he himself solve to problem.

Procedure of Eclectic Counselling

1. Study of the Needs and Personality Characteristics of the client

According to this school of thought, the counselor investigates the client's need initially. In this step too he gathers information regarding the characteristics of a person's personality.

2. Selection of Techniques

In this step, need-based techniques are selected and these are used in accordance with the needs of the person.

3. Application of Techniques

The selected techniques are applied in specific situations only. The utility of the selected techniques is observed in the contact of the client.

4. Evaluation of Effectiveness

In this step, evaluation of effectiveness is done through various methods.

5. Preparation of counselling

Here preparation is done for guidance and counselling.

6. Seeking the opinion of the client and other related people

Opinion of the client and other related people are sought regarding the programme concerning counselling, other objectives and subjects etc.

Process of eclectic counselling

1. Counselling may be start by an intake interview.
2. During the opening phase of counselling, the counselor tries to establish support and may have to do structuring so that the client understands what to expect of counselling.
3. Often a tentative diagnosis is made which may include the counselor may to the collective a case history of a client and a plan for counselling is formulated
4. To enhance the client's self-understanding, information about him and his background may be gathered from various sources. The client needs to be helped to assimilate this information.
5. Through the information we know the need of the client educational, occupational and social information, if needed by the client, may be supplied to him.
6. The client achieves emotional release and insights, alters his perceptions and attitudes about himself and his situations.

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7. During the closing phase, the client makes decisions and plans, modifies behaviour, and solves his problems.
8. These may be follow-up contacts if needed.

Limitations of Eclectic Counselling

1) Some people are of the view that this type of counselling is opportunistic.
2) Both, directive and non-directive counselling cannot be mixed together.
3) In this, the question arises how much freedom should be given to the client. For this, there is no definite rule.

In spite of the controversy, its practical value is very high.

5.6 ROLE OF COUNSELLOR

E.G. Williamson has explained the role of a counsellor in details in an edited book "Theories of Counselling". This book was edited by Buford Steffire and W. Harold Grant. The summarization of role of Counsellor explained in this book is as follows

1. To help students in changing their behavior through learning
2. To help students in modifying their behavior through learning
3. To assemble and examine information
4. Counsellor asks questions
5. To give suggestions
6. To provide information to Counselee
7. To interpret the information about the Counselee.
8. To provide information about Counselee social environment
9. To provide information regarding concepts of human behavior
10. To provide information about the nature of ambivalent behavior
11. To provide information about other Psychological principles
12. To provide information about decision making process

13. Counsellor as an advisor
14. Conversation of Counsellor with others
15. To assemble information about the Counselee
16. To collect information regarding the relevant environment of the Counselee.
17. To assemble Normative Data.

FUNCTIONS OF COUNSELLOR

The following are the main functions of the Counsellor

1. **Programme of guidance and its Organization:** It includes all the services such as Vocational information service, Self-inventory service, Personal data collecting service, Counselling service, Vocational preparatory service, placement or employment service, follow up to adjustment service and research service.
2. **Orientation:** A sort of preparation includes collecting the data about sources and jobs, disseminating information to pupils and planning the activities
3. **Data Collection:** About the individual, administering the test and analyzing the same
4. Interview and individual Counselling
5. Outside agencies: Contacting outside agencies like parents, guidance bureaus and employment exchange.
6. Placement and Follow-up work.

5.7 PROFESSIONAL EDUCATION OF A COUNSELLOR

The main basis of counselling is the counsellor with all his professional expertise and experience helps counselees develop the skill of getting along with others smoothly and taking decisions in accordance with their knowledge and abilities. During the Counselling process, the counselee shares confidential matters concerning him with

the counsellor, in the hope that they will not be used against him harming his interest; a counsellor who is functioning under situations, should act responsibility in such a manner that neither the counselee nor the society is harmed. In other words the counsellor should act strictly in accordance with the code of conduct laid down for his profession (which is otherwise known as professional ethics). Now, we shall see some of the important professional ethics of a counsellor.

1. Upholding the Professional Standards and Integrity

a. The counsellor should always be conscious to function within the limit of his qualifications. Without attempting to handle cases which are beyond his professional expertise, he should recommend them to appropriate individuals or organisations. He should not think that he is capable of finding solutions to all kinds of problems. Before suggesting such problem cases to other individuals or agencies, he should ensure that he knows about them fully.

b. Generally speaking, professional counselors should avoid giving counselling to relatives, friends and their own family members. (It is just like a doctor avoiding self-treatment for his diseases). Closer relationships tend to lower the quality of professional service rendered and injure the interests of the counselees

c. Counsellor should specify his counselling time. He should not suggest socially unacceptable hours for taking up counselling.

2. Holding the Confidentiality of the Client

a. It is the primary duty of the counsellor to keep the information given during counselling sessions and also the results of his tests with utmost confidentiality.

b. Without succumbing to any pressure, the confidence reposed in him by the counselee should be safeguarded by the counsellor, considering it as his professional duty. If he need arises to inform the results of the counselling process to the parents/relatives, he should discuss the matter with the counselee and with his consent, decide upon the information which could be divulged and also the manner of doing so. Under no circumstances, the result of counselling process should be revealed without the permission of the counselee. This the professional ethics which is a must for the counsellor.

c. Even in a situation when the counselee has to be referred to an outside agency, it is essential to get consent of the individual. He should convince the counselee about the nature of his problem and the need for referring him to that agency and get his approval.

3. Utilizing the Information Obtained during counselling Properly for Research Purpose

Though it is true, that the confidentiality of the information obtained and findings of the tests conducted during the process of counselling should be safeguarded, there is no ban on using them properly for research and training. In the counselling work, the information the Counsellor had gathered, conclusions arrived at, experiences gained could be published in research journals or discussed in professional bodies but care should be taken remove the identification of the cases.

4. Using Appropriate Psychological Tests

a. The Counsellor, should have the capability to efficiently administer various psychological tests to gather data while offering counselling and interpret the obtained data

scientifically. Choosing the appropriate psychological tests, administering them efficiently, interpreting the findings correctly and utilizing to be possessed by any Counsellor to a very high degree, without which his/her counselling efforts will do a lot of harm to the counselee. In India as the psychological tests available to measure different abilities and traits are few in number, choosing a suitable test is indeed a difficult task.

b. It is very much necessary to safeguard that psychological tests do not fall in the hands of laymen or the test results get reached the non-professionals.

5. Respecting Colleagues/ Organisations in the Field

a. Those who involve themselves in counselling, should have the mental maturity to accept the information and findings of other counselors or organizations.

b. When necessary, the counsellor should not hesitate to consult other experts in the field, regarding the problem of his counselee.

c. Counsellor, while collecting information about the counselee should be ready to utilize all sources of information like parents, close relatives, friends and the findings in the previous counselling records, if any.

To sum up, the professional ethics (or dharma) of a counsellor are the following:

- Maintaining a high professional standard and integrity.
- Safeguarding the secrecy of the information given by the counselee.
- Using appropriate standardized psychological tests and collecting needed information.

- Interpreting the results of psychological tests scientifically.
- Arriving at suitable solutions/decisions from the data in hand.
- When publishing his findings and experiences in the profession, removing the personal identity of his counselees.
- Only with the consent of the counselee, sharing of information about his with others(including parents)
- Referring problem-cases which are beyond his capabilities, to suitable agencies after ascertaining their record of previous performance.
- Respecting colleagues in the counselling service.
- Keeping colleagues in the counselling service.
- Counselling hors to be fixed, keeping in mind socially acceptable timings.

Check your progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

1. Name the types of counselling with their exponents.
2. What are the requirements of Groups Counselling?
3. Differentiate between Directive and Non-Directive counselling.

5.8 LET US SUM UP

In this Unit, We have studied about the meaning of Group Counselling. It helps the individual’s student to help others through his relationship in an accepting and meaningful social situation. The purpose and goals of Group Counselling were discussed. The different types of Counselling, Chief exponent, meaning, characteristics, steps, merits and limitations are dealt in an elaborate way.

5.9 UNIT END EXERCISE

- What is Group counselling?
- List the merits of Group Counselling
- State the characteristics of Non-directive Counselling
- Explain the steps of Eclectic Counselling
- Name the Chief exponent of different types of Counselling.

5.10 ANSWER TO CHECK YOUR PROGRESS

1.

   a. **Directive Counselling –** WILLIAMSON

   b. **Non-Directive Counselling** – CARL ROGERS

   c. **Eclectic Counselling -** BORDIN

2.

   i. Individual Interview

   ii. Proper Physical arrangement of the room

   iii. Homogeneous composition of the Group

   iv. Adequate size

3.

Directive Counselling	Non-Directive Counselling
Problems is the centre of interest	Counsellor is the centre of interest.
It is problem-centered, active and prescriptive.	It is Counsellor centered, client-centered or Permissive
Help offered by the Counsellor	Counselee demands the help. He has the power to solve his own problem.
Intellectual aspect is given more importance	Emotional aspect is given more importance
Rapport is not essential	Rapport is very essential
Counsellor's role is active	Counsellor's role is passive.

5.12 SUGGESTED READINGS

- Chauhan, S.S (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House PVT. Ltd.
- Cirtes.(1974). Hand Book on Vocational Guidance. New Delhi: Ministry of Labour and Rehabilitation, Govt. of India.
- Jemes, C. H. (1978) Counselling Process and Procedures. New York: McMillan Co.

NOTES

UNIT VI
TESTING TECHNIQUES

Structure

6.1 INTRODUCTION

In guidance and Counselling programmes, information regarding the strengths and weakness of the students is of paramount importance. Information is obtained by using standardized tests and non-standardized tests. These techniques provide information useful in the understanding and diagnosis of the counselee's problems. Aptitude tests, achievement tests, interest inventories are some standardized techniques. As the name suggests, they are standard and they are highly reliable and valid. Some of the non-standardized tools of guidance are Questionnaire, observation, Sociometry, autobiography, rating scale, anecdotal record, case study, cumulative record and

interview. In this Unit you are going to learn both Standardized and non-standardized tools of guidance.

6.2 OBJECTIVES

After going through this unit you will be able to:

- Describe Intelligent tests
- Explain the characteristics of aptitude tests.
- Describe achievement tests.
- Explain interest inventory.
- List the various non-testing devices in guidance
- Describe the testing devices in guidance.

6.3 TYPES OF TESTS USED IN GUIDANCE

The various testing devices in Guidance are summed below:

6.3.1 Intelligence Tests

Intelligence is a general capacity or potential for learning. According to Cleary, Humphery's Kendrick and Wesman (1975) 'intelligence is the entire repertoire of acquired skills, knowledge, learning sets and generalization tendencies considered intellectual in nature that are available at any one period in time'.

Thus it can be said that intelligence includes problem – solving ability, verbal ability, and social competence.

Jensen (1985) suggested that the standard tests of intelligence reflect individual differences in the speed and efficiency to basic cognitive processes more they reflect differences in the information content to which test takers have been exposed.

Eg. Cognitive Ability Test, Differential Aptitude Test (DAT). The differential aptitude test has eight subjects Verbal Reasoning (VR) , Numerical Ability (NA), Abstract Reasoning (AR), Clerical Speed and Accuracy (CSA), Mechanical Reasoning (MR) Space Relations

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(SR), Spelling (SP) and Language Usage (LU), here, VR+NA interpreted as a measure of general scholastic aptitude. The sub scores on DAT predict the different abilities of an individual.

Uses

- It helps teacher to decide on instructional material to be used in the class or for an individual.
- It can be used in forecasting of future area of study or career.
- It can be used in vocational. Educational, personal guidance.
- It can be also used for selecting and individual for a job.

Limitations

- Intelligence measures are not very stable in childhood.
- Specialized training required for administering the test.

6.3.2 Aptitude Test

Aptitude is thought of as a natural tendency, special ability, or capacity or cluster of abilities. Often these natural abilities are looked at a relationship to a person's readiness to learn or their suitability for a particular career. For example, in order to be Successful architect, one most possess the cluster of abilities such as a keen sense of observation, a sense of aesthetic visual memory, abstract reasoning, and an ability to sketch free hand. So, aptitude may be defined as a trait that characterizes an individual's ability to perform in an area or to acquire the learning necessary for performance in a given area. It presumes an inherent or native ability that can be developed to its maximum through learning or other experiences. However, it cannot be expanded beyond a certain point, even by learning. Although that may be a debatable concept, it is stated here as a basis on which aptitude tests are developed. In theory, then an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity.

Aptitude tests may potentially be used by counselors and others because.

- They may identify potential abilities of which the individual is not aware;
- They may encourage the development of special or potential abilities of a given individual.
- They may provide information to assist on individual in making educational and career decisions or other choices between competing alternatives;
- They may serve as an aid in predicting the level of academic or vocational success on individual might anticipate; and
- They may be useful in grouping individuals with similar aptitudes for development and other educational purposes.

Types of Aptitude Test

There are different types of aptitude tests. Some of them are single aptitude tests like tests of mechanical aptitude, clerical aptitude, teaching aptitude, musical aptitude and so on. Such tests covering group of related abilities are necessary for performing in an occupation like becoming a mechanic, clerk, teacher, musician etc. Another type of aptitude test is work sample aptitude test. It requires the individual to perform all or part of a given job under the conditions that exist on the job. An example of a work sample test for the join of automobile mechanic is to repair a faculty carburetor. Besides this, there are differential tests Batteries as well. A commonly known differential Aptitude Tests (DTA). Bennett, Seashore and Wesman (1984) battery consists of eight subtests of verbal reasoning, numerical reasoning abstract reasoning, spatial reasoning, clerical speed and accuracy, mechanical reasoning, language usage, spelling, grammar occupations.

Such test batteries can give comprehensive information about the relative.

Picture of the student's specific abilities. Administration of total battery can prove to be costly in terms of time but one can make selective use of certain sub tests. For example, a student trying to explore whether she will have the required aptitude to go to engineering, may not be required to take tests like clerical speed, language usage, grammatical or verbal reasoning tests but may be required to take numerical abstract and spatial reasoning tests.

Caution in the use of Aptitude Test Data:

- It is important that Counsellors select and use aptitude tests carefully, keeping in view the student's / client's needs. If aptitude test data must be used, it should be used along with previous achievement data, present interests, leisure time activities and work habits etc. in order to guide the students into various occupational possibilities.
- The aptitude test samples certain abilities of the individual and help to find what he/she can do now and how well it can be done further. On basis of presents performance, estimate of his/her future achievement is inferred which is in terms of probability only.
- It may also be kept in mind that aptitude tests score only provide leads or suggestions or to help in career planning and do not automatically match individuals to suitable Courses or studies, and occupations. These are factors like willingness, hard work, that contributes to or one's success in a career which are not measured by aptitude tests.

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6.3.3 Achievement Test

Achievement test can be defined as the test which is designed 10 measures the degree of student's learning in specific subject area. The achievement tests can be teacher made or standardized. The difference in the standardized & teacher made achievement test is given below.

Characteristics	**Teacher made achievement tests**	**Standardized Achievement tests**
Direction for administration & scoring content	Direction of administration is not specified content is decided by teacher	Specific instructions for administration & scoring are given
	Content is decided by teacher	Content is determined after Extensive investigation of curriculum and decided by the subject experts.
Construction of a test Reliability purpose & Use	May not be very systematic Generally not known	Developers use meticulous construction procedure. Usually have very high, reliability
	Best suited for measuring particular objectives set by teacher.	Best suited for measuring broader curriculum Objectives.

Classification of standardized achievement test

The standardized achievement tests are classified into

a. Standardized performance tests
b. Standardized diagnostic tests.
c. Criterion-reference standardized achievement test. Performance tests measure the student's achievement in a single subject. Diagnostic tests are constructed to identify the student's learning difficulties.

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Criterion-referenced tests have been deliberately constructed tests have been deliberately constructed to yield measurement that are directly interpretable in terms of specific performance standards.

Uses:

- It helps in provide information about the extent of learning and the rate of learning.
- It gives the relative performance of an individual in a class.
- It helps to identify strengths and weakness of student in various subjects.

Limitations

- Teacher made achievement tests are unable to provide correct information.
- There are other factors like motivation, fatigue, mood which can influence the achievement.
- They are not very reliable in predicting job success, job satisfaction.
- They give picture of only cognitive development. It does not give any idea about emotional quotient and other personality traits.

Check your progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

1. Define Aptitude.
2. What are the methods of measuring interests?
3. Name some techniques assessing the personality.

6.3.4 Personality Test

Personality can be defined as the individual's unique pattern of traits; the pattern that distinguishes him as an individual and amounts for his unique and relatively consistent way of interacting with his environment. The tools used to study and understand Personality are as follows:

- Structured self-reporting inventory
- Problem checklists
- General adjustment inventory
- Auto biography
- Sociometry peer perception
- Cumulative records
- Projective tests

Uses

- It helps to understand individuals
- It provides information about individual
- The information can be used by teacher to develop an individual personality at its fullest.

Limitations

- Most tests have inadequate norms
- Trained qualified person only should interpret the information.

6.3.5 Interest Inventory

In determining the educational and vocational success of an individual, interest is an important factor. The term interest is from Latin, which means 'it matters' or 'it concerns'. and so interest in a particular aspect for an individual matters much.

Strong defined interest as "the total sum of likes and dislikes for a wide range of stimulus objects and activities."

1. Interest are shaped by both hereditary and environmental factors.
2. Generally speaking there is some relationship between interest and ability.
3. There is some relationship between vocational and educational interests.
4. The interest of the individuals tend to become less varied with increasing age.

Interest Measurement

In order to measure interests in vocations, in academic courses and subjects, in curricular and social activities, certain interest inventories have been organized. Some of these are given as under:

1. Strong Vocational Interest Blank (SVIB)
2. Kuder Preference Record Vocational (KPR)

Uses:

Interest Inventories are used for the following two purposes

a. Providing Vocational guidance.
b. Selecting suitable persons for job.
c. It gives idea about liking of students for activities, subjects etc. which helpful teacher indecision is making.
d. It motivates individual to action
e. It provides valuable information to Counselor

6.4 LET US SUM UP

In this unit, you had learnt the testing devices in guidance such as intelligence test, aptitude test, interest test, achievement test and personality tests. These tests are also referred as standardized test.

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6.5 UNIT-END EXERCISES

1. Name some testing devices in guidance.
2. Explain types of Aptitude tests.
3. Explain personality test?

6.6 ANSWER TO CHECK YOUR PROGRESS

1. Aptitude is a measure of probability of success of an individual with training in a certain type of situation, a job, in school or in such activities as in games or learning a new art.
2.
    - By observing students
    - Individual talk to the counsellor
    - Use of measuring instruments
    - Use of inventories
3.
    - Projective tests
    - Auto biography
    - Problem checklists.

6.7 SUGGESTED READINGS

- Anne, A. (1982). Psychological testing. New York: McMillan Company.
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UNIT VII

USES AND LIMITATIONS OF TESTING TECHINQUE

7.1 INTRODUCTION

In guidance and Counselling programmes, information regarding the strengths and weakness of the students is of paramount importance. Information is obtained by using standardized tests and non-standardized tests. These techniques provide information useful in the understanding and diagnosis of the counselee's problems. Aptitude tests, achievement tests, interest inventories are some standardized techniques. As the name suggests, they are standard and they are highly reliable and valid. Some of the non-standardized tools of guidance are Questionnaire, observation, Sociometry, autobiography, rating scale, anecdotal record, case study, cumulative record and

interview. In this Unit you are going to learn both Standardized and non-standardized tools of guidance.

7.2 OBJECTIVES

After going through this unit you will be able to:

- Describe Intelligent tests
- Explain the characteristics of aptitude tests.
- Describe achievement tests.
- Explain interest inventory.
- List the various non-testing devices in guidance
- Describe the testing devices in guidance.

7.3 NON-TESTING DEVICES IN GUIDANCE

The various Non-testing devices in Guidance are summed below:

7.3.1 Observation

Observation is the most direct method of learning about the development of children. Since it requires focus on the child's behavior, observation allows the Counsellor to know the child as a unique individual, rather than as a member of a group. One of the most accurate ways to learn about children is to observe them in their daily activities. It requires systematic and rigorous observation, which involves far more than just being present and looking around. To understand fully the complexities of many situations, direct participation and observation of the student/client is considered one of the best approaches.

What to Observer

Observation is often used by teachers to understand the cognitive, affective, and motor development of children. What kind of individual actions are important for a Counsellor to observe and record, what has

to be observed would depend a lot on the problem faced by the client, no exclusive list of indicators can be given.

How to Observe

Systematic and objective observation requires preparation and training. Training includes how to write descriptively, recording field notes, using method for validating observations. Preparation for observation has mental, physical, intellectual and psychological dimensions.

The quality of information gathered from observation can be increased with training in the observer's skills. The observer must know what to look for, how to record desired information and how to explain the behavior. The accuracy, validity and reliability of observations can be improved through rigorous training and careful preparation.

Meaning

The word "observation" has been derived from the Latin word "observe" which means "to keep open". Observation has been explained as "Measurement without using any instrument or device".

For example, the external behavioural pattern of a child who is not brought up by his parents will differ from other children in his/her dressing habits, nail-biting, being alone etc.,

Types

1. Natural observation
2. Participant observation

Advantages

1. We study the mind of a person by external behavior
2. We can study the heredity and the environment effects on the child since the findings of his method are always systematic, reliable, planned, and specific.

3. It is economical and flexible.

7.3.2 Questionnaire

No survey can achieve success without a well-designed questionnaire. Unfortunately, questionnaire design has no theoretical base to guide the marketing researcher in developing a flawless questionnaire. Hence, questionnaire design is more of an art than a science.

Meaning

A systematic compilation of questions that are submitted to a sample from which information is desired. A questionnaire is a list of questions to be answered by an individual or a group of individuals, especially to get facts or information. It should be elaborated to match with other techniques. Questions are designed to get information about conditions and practices about which there spondent (s) are presumed to have the knowledge.

Characteristics

- Significant task
- Seeks information
- Short and Comprehensive
- Clear and Complete direction
- Objective Qs-Well worded and specific

Types

The questions in a questionnaire are basically of two types

1. Structured (closed) and
2. Unstructured (open)

The closed type question requires the answer in the form 'yes' or 'no' or in a limited number of given choices. The open type questionnaire is time consuming and requires special skill in interpreting the responses. The close type questionnaire can be easily

scored, interpreted and is more objective. Questions should be few in number and simple to be understood and answered. They should directly cover the information.

Questionnaire design: steps

There are nine steps involved in the development of a questionnaire:

1. Decide the information required.
2. Define the target respondents.
3. Choose the method(s) of reaching your target respondents.
4. Decide on question content.
5. Develop the question wording.
6. Put questions into a meaningful order and format.
7. Check the length of the questionnaire.
8. Pre-test the questionnaire.
9. Develop the final survey form

Advantages

- Less expensive and less time consuming
- Can be administered to a large group
- Focuses attention to significant items
- Tools for depth study
- Responses by self, therefore, validity to responses
- Less pressure for immediate response

7.3.3 Rating Scale

Meaning

Rating scales equip a methodical operation for obtaining and reporting judgment of the observer whereas anecdotal records provide only an

unstructured description of behavior. Ruth strange rightly observes that "Rating is the directed observation".

Types

1. Numerical rating scale
2. Graphic rating scale
3. Descriptive graphic rating scale

Errors in rating

1. Personal basis
2. Halo effect
3. Logical error

Advantages

1. The parents are given complete reports
2. Helpful in locating the problems of children
3. Employers make use of it to confirm the recommendations
4. This information supplements other information about the individual

Disadvantages

1. All the characteristics qualities cannot be rated, which is impossible
2. Subjectivity in assessment.
3. May be some raters rate generously and liberally
4. It is not possible to rate all the students.

Check your progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

1. Define Observation?
2. What are the types of Questionnaire?
3. Name some Non-Testing Devices in Guidance.

7.3.4 Anecdotal record

Meaning

Anecdotal record is "a factual description of the meaningful incidents and events which teacher has observed".

Anecdotal record: Format

1. Name of pupil observed:
2. Class:
3. Name of the school:
4. Observer:
5. Date and place:
6. Objective description:
7. Place :
8. Comment:

Advantages

1. Provision of record or account of actual behavior in natural situations.
2. They provide a check on other evaluation techniques
3. Exceptional but significant events are evidenced through anecdotal records.
4. Anecdotal record can be used for very young children as well as children lacking in basic communications skills.

Disadvantages

1. The time needed for this task is too high and so it is considered as a time consuming task.
2. The teacher and the guidance worker have to devote much time to maintain an adequate and continuous anecdotal record
3. Getting an anecdote or adequate sample of behavior is often complicated.

7.3.5 Cumulative record

Meaning

Cumulative record in one document which contain the history of the child from the day he enters school i.e. may be pre-primary or primary class, till he leaves the school finally, normally after passing the high or senior secondary examination. If any student changes the school, the cumulative record is transferred along with him. It continues to travel with the child till his education is completed.

Types

1. The single card type
2. The pocket type
3. The folder type
4. The booklet type

Information included in cumulative record

1. Identification of data
2. Environmental and background data
3. Physical data
4. Scholastic achievement data
5. Achievements in co-curricular activities
6. Psychological data
7. Educational and vocational data

Disadvantages

1. Sometimes good are is not taken in recording the information accurately and objectively.
2. It has been observed that the cumulative record files are not properly maintained and due to carelessness they are not available.

7.3.6 Case Study

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Every individual is a unique creation of nature. The individuals vary in perceptions, interests, attitude, beliefs and so on. Many times it becomes essential to guide an individual separately and for that one must understand the individual in totality. The method used to study an individual or an institution in totality is a case study. The essential elements of a case study are

a) Diagnosis
b) Treatment
c) Follow-up

Let's study how a case method can be implemented

a. *Symptoms:* One must gather the information, which indicate that the child is a problem case. This includes the information like chronological age, marks obtained, instances of misconduct, absenteeism, habits etc. it is very necessary to verify the information.
b. *Examination:* Collect more information about health, education, psychology, family set up.
c. Health and physical history
d. School history
e. Family history
f. Social history and social contacts. On the basis of verification of the information collected the Counsellor analyses and diagnose the problem. Then the treatment is decided on the intensity of the problem. The follow-up is done continuously to study the improvement in an individual.

7.4 USES AND LIMITATIONS OF NON - TESTING TECHNIQUES

7.4.1 OBSERVATION

Disadvantages

1. It is elongated and time consuming
2. Personal bias of the observer affects the observation
3. It is not possible to observe what is happening in the mind of others

7.4.2 Questionnaire

Limitations

- Not useful for illiterates and children
- If Questions are misinterpreted, nothing can be done
- Some avoid giving on controversial issues in writing
- Chance of wastage of time. Unnecessary Questions
- Depends on willingness and honesty of interviewee
- Cannot be used in group situations
- Time restriction for answering

7.4.3 Cumulative record

Uses

1. This record gives a complete frame of a pupil's present state and predicts his future in some way or other.
2. It helps to discover the strengths, weakness, and special abilities of the pupil.
3. If the student changes his institution, the record will be useful to new authorities to know the information on him.
4. The cumulative record helps the Counsellor to find out the aptitudes as well as the attitudes of the individual.

7.4.4 Case Study

Uses

- It helps in the individual guidance
- It gives in depth information about an individual
- It can be used in diagnosing the problem
- The information can be used to suggest remedies.

Limitations

- It should be carried out with great care
- The information must be interpreted carefully.
- The information verification is very necessary

7.5 LET US SUM UP

In this Unit, you had learnt the testing devices in guidance such as intelligence Test, Aptitude test, Achievement test, Attitude Scales, Interest Inventory, Personality test and Creativity tests. These tests are also referred as Standardized test. Various non-testing devices in guidance such as Questionnaire, Observation, Sociometry, Autobiography, Rating Scales, Anecdotal Record, Case study and Cumulative Record are discussed. These tests are also referred as Non-Standardized test.

7.6 UNIT END EXERCISE

1. Name some non - testing devices in Guidance
2. How to you apply Observation method in your class?
3. Explain questionnaire method with an example
4. Compare case study method with interview.

7.7 ANSWER TO CHECK YOUR PROGRESS

1. Observation is the most direct method of learning about the development of children.

2. The questions in a questionnaire are basically of two types
    - Structured (Closed) and
    - Unstructured (open).
3. The various non-testing devices in guidance are summed below:
    - Questionnaire
    - Observation
    - Rating scale
    - Case study.

7.8 SUGGESTED READINGS

- Anne, A. (1982). Psychological testing. New York: McMillan Company.
- Brewer, J. M. (1971) Education as Guidance. New York: MCGraw Hill.
- Chauhan, S. S (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House Pvt. Ltd.
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UNIT VIII

GUIDANCE SERVICES

Structure

8.1 INTRODUCTION

This Unit discusses about the various guidance services that could be provided in schools, organizing a guidance centre to co-ordinate and implements these services, the duties and responsibilities of members of the centre and the guidance services suitable for different stages of school education. School guidance services are used to make the students know their own abilities, interests and attitudes and also to expand and refine them.

8.2 OBJECTIVES

After reading this unit, students will be able to:

- Give the meaning of School guidance services.
- State the significance of guidance services
- Identify the different types of Guidance services offered in schools.

- List the methods of providing orientation service to students.
- Define Counselling, Placement of follow up services.
- Explain the various persons working in school guidance.

8.3 MEANING OF GUIDANCE SERVICES

In today's fast moving life, with the disintegration of the joint family system and both the parents going to work outside the home, out of sheer necessity, have subjected the children to emotional disturbances, making them undergo a lot of sufferings. In our country, industrialization doubled with globalization has expended the occupations and as a consequence educational facilities and skills which are necessary have multiplied. Educational institutions which cater to the growing economy have also multiplied so also the courses they offer. Parents and close relatives are not well informed enough to help the students in their dilemmas like- which occupation to choose? In which course should I join to prepare myself for the chosen occasional career? How to face problems at home and in the school and adjust myself to them? Here, it becomes indispensable to organize an integrated guidance programme in schools help students. In every school a guidance centre should be established under the chairmanship of the headmaster and it should have a special officer who is trained in guidance and a few enthusiastic teachers as members, to provide various guidance services. The important guidance services needed by the students are: (i) Educational guidance (ii) Vocational guidance (iii) Personal guidance and (iv) Social guidance. The major purpose of guidance is helping students to solve their problems. Counselling is the most important one among the different guidance services; in counselling, interview plays a major role. One of the main functions of the school guidance centre is collecting pertinent information about

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students, and vocations properly and in full, preserve and make them available whenever necessary.

Significance of guidance services

a. Guidance services are provided by trained teachers; further practice of guidance is based on scientific principles.
b. As students are helped to become aware of their strengths and weaknesses and function accordingly, their school experiences become useful and pleasant.
c. By helping the students to make suitable educational and vocational choices, they are able to get a productive future life and enjoy mental satisfaction. Students avoid becoming misfits and unfits by taking up unsuitable jobs.
d. Students are encourages to solve their problems efficiently and function without any mental tension so that they can use their entire energy in the task at hand.
e. As everyone is given opportunity to work with mental satisfaction, work efficiency of students (who are the future employees) gets enhanced.
f. School guidance services are used to make the students know their own abilities, interests and attitudes and also to expand and refine them.
g. School guidance services play a key role in shaping the qualities like functioning with confidence and self-reliance, selecting opportunities suitable for them independently.

8.4 PRINCIPALS OF ORGANIZING GUIDANCE SERVICES

Guidance is not something that can be separated from the general life of the school. It is a part of every school activity, some form of guidance is the duty and the responsibility of every teacher in the

system. It is, then a function that is shared by all and should be so administered. The organization of guidance services has the following implications.

1. Laying down objectives in clear terms.
2. Mustering of resources and utilizing them in the best possible manner.
3. Systematic planning of guidance work.
4. Co-ordination and conduct of certain activities within an administrative framework.
5. Allocation of duties and responsibilities.
6. Provision of adequate essentials.
7. An able leadership to co-ordinate, supervise and direct activities.
8. Working of various guidance personnel as a team.

Principles related to the organization of Guidance

In the organization of guidance services, the following principles should be taken into consideration.

1. The objectives of guidance organization should be well-formulated in view of the need and requirements of the subjects.
2. An outline of functions of the guidance programme should be prepared in view to the formulated objectives.
3. The responsibilities of the guidance workers should be decided beforehand. There should be joint responsibilities of the workers.
4. The layout of the organization of guidance should be well-designed and properly implemented and executed.
5. The most important principle of the organization of guidance is to evaluate the functioning and execution of guidance programme in the light of the objectives.

6. Feedback system should be used in the evaluation process. The feedback should be provided to the subject as well as to the guidance worker. The guidance workers can improve their working style.
7. Simplicity - It should be as simple as possible.
8. Self-direction - It should be directed towards improved pupils self-knowledge and self-direction.
9. Testing - Adequate provision should be made for testing tools.
10. Follow-up there should be a well-organized plan for following in individual after they leave the school.

Characteristics of well-organized guidance programmes

The following should be the characteristics of a well-organized guidance programme.

1. *Child centeredness*: The main characteristics of guidance programme should be its child centeredness. i.e. the organization of guidance service should be in accordance with the needs, interests of the children and objectives.
2. *Continuity:* Continuity of each guidance service is very essential. Continuity of problems occurs in the life of each person. Therefore, the continuity of these services is needed.
3. *Specialization:* The role of specialists is very important in the organization of guidance service. Hence , for the success of guidance services, the presence of specialists in the guidance service is essential, such as the counselor, psychologist, psycho-analyst, social worker of the school, doctor etc.,
4. *Cooperation:* The characteristic of a good guidance service organization is that it should seek the cooperation of the parents.

The guidance service can be made better by seeking the interest and cooperation of each staff member.

5. *Budgetary provisions:* Budgetary provisions are also necessary to make the guidance service better, Budgetary provisions are made before starting the programme.
6. *Proper-Information and Record*: The superiority of the services also depends upon the proper information and record. The guidance service should be used to collect the information about educational and vocational needs and tests and to record them.
7. *Cooperation*: There should be another characteristic of guidance service that it should maintain coordination between all the associate agencies and the community for the guidance of youth for a longer period.
8. *Guidance for All:* The principle of guidance for all is followed in a good guidance service. In a democratic country each pupil has a right to get guidance. In school, all the pupils should be provided with guidance.
9. *Opportunity for Final Decision to the Client:* In a good guidance programme, the opportunity for final decision should be provided to the client. There should be no compulsion on them.
10. *Confidential Information:* It is very important to maintain confidentiality of the collected information’s for the guidance for the guidance in guidance service so that the confidence of the pupils on the guidance workers may be maintained. After winning the confidence of the pupils, true information’s about them can be collected. Only the counselor should have access to the confidential information’s.

11. *Proper Arrangement of Counselling Process, Evaluation, Testing and Maintenance of Cumulative Record:* The organization of a good guidance programme should have the proper arrangement of counselling process, evaluation, testing and maintenance of cumulative record.
12. *Sufficient Time for Guidance*: The guidance workers should be allotted sufficient time to provide successful guidance in the guidance service, such as time for testing and time for counselling. In time-table too, the sufficient time should be allotted for guidance.
13. *Selection of Guidance Workers:* For a good guidance programme, the guidance workers should be selected on the basis of their abilities, training and experiences. It is not possible to guidance, persons with special abilities in guidance are needed to be appointed.
14. *Use of Various Methods:* It is not possible to apply a single method for collecting information's meant for guidance. Also, it is not proper to use single method for the same purpose. Only one method cannot collect reliable information. It is essential to apply various methods on one person at the different occasion and in different situations, it increase the reliability of the programme.
15. *Simplicity:* If the guidance programme is simple, it will be interesting and successful. In such simple programmes, all the persons show more interest.
16. *Finding solution:* The utility of guidance service increases when it is organized for finding the causes of the problems. These

problems should not be allowed to arise and preparation should be made to solve them if the same arise.

17. *Providing Opportunities for Acquiring Abilities:* The opportunities should be provided to the guidance workers and other persons associated with such programme to increase their abilities. It is essential because new methods are innovated in the field or guidance every year and old methods are modified and improved. Every year new tests are constructed. The guidance worker should be given an opportunity to remain in touch with all these modifications or changes.
18. *Responsibilities According to Abilities:* A good guidance organization is that where all the persons are assigned the responsibilities according to their abilities, then the success of the entire guidance programme cannot be expected.

The above characteristics are responsible for the success of an organization of guidance service.

8.5 INDIVIDUAL INFORMATION SERVICES

Information actually plays a vital role in each and every guidance programme. Because it assists students to take suitable decisions in case of educational planning and career and vocational career. At the same time it is helpful to students to adjust well in different social situations including school situation and occupational situation.

The essential information for planning the educational and vocational career is collected from various sources such as:

1) Teachers
2) Parents
3) School guidance personnel or Counsellor
4) Intimate friends and mates
5) Newspapers and different useful journals and

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6) Other mass media such as Radio and T.V.

The information which students get from different sources should be authentic and free from all business and errors as a result of which student would be able to take right decision in regards to his educational and vocational careers.

Need of Information Service:

In the present world, information service is highly needed by the students to have a better planning for future in the context of educational and vocational career and to adjust well in different social situations.

The needs of the information service may be as follows:

(i) Information service helps students to take right decisions when they face multifarious problems in the context of educational life and vocational life.

(ii) The well designed and up-to-date information service motivates and stimulates the students to appraise their idea and ideologies, critically for the purpose of deriving maximum satisfaction and achieving self-realization.

(iii) Information service assists students to be self-dependent, self-cautious and self-regulatory with full confidence and satisfaction in this competitive and complex world in taking matured decisions in different spheres of life.

(iv) Information service enables students to correlate and compare his decisions with his abilities, interests, aptitudes, strength and limitations as a result of which the correctness of the decisions can be smoothly known by the students.

(v) Information service assists students to explore new possible areas to place themselves well by which they would be free from all tensions and frustrations.

In this context, Norris and Others have pointed out the following needs and objectives of information service:

(i) To identify the choice available among the multifarious vocations opened to them.

(ii) To evaluate their self-perception of activities and interests against actual occupational needs.

(iii)To develop self-awareness and self-confidence in individual about various occupations.

Types of Information:

There are three categories of information's which are very much essential for good guidance service such as:

(i) Educational information

(ii) Occupational information

(iii)Personal-Social information.

(i) Educational Information Service:

Educational information service plays a significant role in the process of educational guidance. It is highly needed by students in taking right decision in case of planning educational career and to provide information regarding educational opportunities which are to be available by the students.

According to Norris and others "Educational information is valid and usable data about all types of probable future educational or training opportunities and requirements, including curricular and co-curricular offerings, requirements for entrance and condition and problem of student life. Educational information service is not only

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useful for students but also it is essential for teachers, parents and counsellors to guide the students in this regard properly.

Educational information service provides following data such as:

(i) Rules and regulations of school, college and university in regards to admission procedure, duration of the course, terms and conditions for option and selection of a particular subject or course.

(ii) Content of subjects and courses of studies for a particular course or class.

(iii) Study habits, skills and other capacities.

(iv) Scholarships, stipends, loans meant for students and its procedure to get it.

(v) Information's regarding different educational and learning oriented programmes.

(vi) Examination methods, procedures and other rules regarding it.

(vii) Student's social life and cultural opportunities meant for the progress and pleasure of the students.

Various useful educational information's are obtained from following different sources such as:

(i) Prospectuses of different schools, colleges, universities and special technical and professional institutions.

(ii) Directories of different educational institutions.

(iii) Books, pamphlets, leaflets, brochures which are designed to develop study skills, to prepare for examinations, to prepare notes published by different guidance bureau and other organisations.

(iv) Prospectuses and brochures written for the purpose of scholarships, loans, stipends offered by ministry of education,

Government of India, Department of Education of State and other social agencies.

(v) Various illustrative material such as film strips, posters and charts based on different educational opportunities and arrangement.

One thing should be kept in the mind that the educational information should be collected and compiled by the adequate trained teacher and guidance oriented personnel as a result of which the goal of educational information service would be achieved.

(i) To demonstrate their competence in skills basic to the chosen occupations.

(ii) To develop an appreciation for all occupations and importance they have in the society.

(iii) To develop in the individuals the recognition of the relationship between personal values and the influence of others on the choice of their occupations.

(iv) To learn to reduce the discrepancy between where they are and where they want to be.

(v) To learn to apply decision-making process in their personal and vocational lives.

(vi) To develop means for helping them to study intensively a few selected occupations or educational or training facilities.

(vii) To become fully aware of and acquainted with all kinds of occupational and vocational opportunities.

(viii) To develop tentative educational and occupational plan based on through self-study.

(ix) To present specific techniques to meet the immediate needs and employment facilities.

Uses of Educational Information Service:

Bear and Rocher have given the following uses of information service on the basis of a study:

(i) Assurance use: Information can be used to assure the students of the appropriateness of his decisions.

(ii) *Evaluative use:* Information can be used to check accuracy and adequacy of student's knowledge and understanding.

(iii) *Exploratory use:* Information can be used to help students to explore and study all alternatives of possible choices.

(iv) *Re-adjective use:* Information can be used for helping then to re-orient themselves to different levels of goals.

(v) *Synthesis use:* Data can be used to relate with personal needs and conditions which they can promote a synthesis of a behaviour patterns.

(vi) *Awareness use:* Data can be used to add to student's knowledge of occupation choices, changing needs and so on.

(vii) *Verification use:* Information can be used students to verify and clarify choices, opportunities and decisions.

Check your progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

1. What do you mean by personal guidance?

…………………………………………………………………………

………………………………………………………………………

2. Why is guidance and counselling important for school going children?

………………………………………………………………………

8.6 TYPES OF DATA TO BE COLLECTED ABOUT THE INDIVIDUAL STUDENT

Individual Inventory Service:

Individual inventory service is an important type of guidance service which may be recognized often as "pupil's" inventory service. It is very much essential for student as it assists to know the student "himself" at the time of taking any decisions so far his educational courses and careers are concerned. Really the student proceeds in his educational set-up as he has made proper choice regarding concerned subject or courses according to his own abilities, interests, aptitudes, attitudes and skills. The adequate and accurate data are collected for the same purpose.

Generally student's information is highly required for the following reasons:

(i) The individual or student's information is needed to assist the student to know the clear picture of his abilities, interests, aptitudes, skills, personality characteristics, achievement standard, level of aspiration and his physical health status as well as his mental capacities.

(ii) It assists student to know himself from various point of view such as socio-economic-status, family background, educational status of family, will of parents and students etc.

(iii) It helps student to provide a record of the academic standard and status and his progress in this regard.

(iv) It enables guidance worker, and teacher to know about student adequately as a result of which they would be able to suggest for further progress of the students.

Steps of Individual Inventory Service:

The following steps should be followed at the time of organisations of individual inventory service in the school:

1) Data Collection:

Data collection is the first and foremost step to be followed for good individual inventory service. Here necessary and adequate data regarding student's ability, interests, aptitudes, skills, habit patterns, family background, socio- economic-status, health, habits and conditions, vocational interest, educational standard, interest for different curricular and co-curricular activities, parental aspirations etc. should be collected by guidance personnel with utmost care.

For the purpose of data collection about the students, the guidance worker should take the help of different tools and techniques such as interviews, observations, case study, incidental records, cumulative record cards, questionnaires, rating scales, standardized test, and inventories meant for measuring intelligence, creativity, adjustment abilities and other psychological traits.

The individual inventory service needs following data about each student which are to be collected carefully and intellectually by the guidance personnel:

(i) *General data:* Pupil's name, his father's name, age, date of birth, place of birth, permanent address, present address, name of the class in which he reads,

(ii) *Family data:* Home and school environment, number of the family members, number of the brothers and sisters, relation with family members, parental educational status, parental occupational status, socio-economic-status of the family, home situation (Rural/Urban) and health status of family members.

(iii) *Physical data:* Pupil's height, weight, body structure, complexion, eye sight, hearing condition, heart and lung condition, chronic disease, health status of the student etc.

(iv) *Academic data:* Present achievement records, past achievement records, progress of studies in different subjects, marks or grades obtained the position of student in the class-room so far his academic achievement is concerned.

(v) *Social data:* Manners of the student, his customs, values, social skills, participation in various social institutions, co-operation, fellow feeling, dealings with other members of society etc.

(vi) *Data about co-curricular activities:* Interest in games, sports, interest in participating different competitions such as drama competition, music competition, debate competition, essay competition, school exhibition, group discussion and spiritual discussion etc.

(vii) *Psychological data:* Mental ability, emotional maturity, power of reasoning and thinking, aptitudes, interests, attitudes, vocational interest, self-concepts and other personality traits etc.

(viii) *Data regarding entertainment:* Leisure time activities, sources and means of refreshment, other liking hobbies and other engagements.

2. **Maintenance of data:**

The useful data about students should be organized and recorded properly in a cumulative record after collection of data. The cumulative record should be based on up-to-date, adequate and appropriate data about the student which must be carefully examined and looked by the teachers, counsellors and psychologists previously. Because cumulative record gives a clear picture of the student's achievement and progress which presents all data about student at a glance. The cumulative

record is sent with the student to new school secretly when the student leaves the school.

3. Use of data:

In the school proper guidance is given to the student after analysing and interpreting the data collected previously by the guidance personnel. Due to this step taken by guidance worker, student becomes able to find out a better choice in regards to education, vocation and career planning.

4. Self-Inventory Service:

The purpose of know thyself can be fulfilled by self-inventory service which helps students to develop awareness and self-confidence within them. At the same time students become more conscious of their strength and limitations as a result of which they become able to carry on academic work and vocational work perfectly.

The data of self-inventory is collected by self-analysis, questionnaire, self-ranking chart, self-evaluation chart for the purpose of self-appraisal and the same data becomes helpful in supplementing other sources of information about the student.

8.7 SOURCES OF INFORMATION

There are some important types of information that the pupils need are as follows:

1. Educational Information:

This type of information refers information relating to curriculum, syllabus, books, policies and programmes of schools, its rules and regulations, traditions of schools and colleges, co-curricular activities, special measures and programmes adopted by schools, information about higher education, colleges and universities, information about

loans, scholarships and stipends, information about the scholar exchange programmes etc.

2. Occupational Information:

Information relating to different occupations, their nature, requirements, scope and prospects, information about part time employment and employment agencies etc.

3. Industrial Information:

Information relating to industries in the neighbours-hood, small scale and large scale industries etc.

4. Training Information:

Information about all types of training opportunities offered by vocational institutions and training schools on the job training, apprenticeship, facilities for the correspondence education, evening classes, coaching classes, preparatory training programmes etc.

5. Health Information:

Information relating to health, psychological and psychiatric services, information about medical centres of great repute.

6. Recreational Information:

Information relating to different types of recreations, leisure time pursuits and hobbies.

7. Socio-economic and Cultural Information:

Information relating to population trends and population education, environmental pollution, child labour laws, religious influences, technological trends, economic trends, influences of urbanization, social service organisations, philanthropic organisations etc.

8.8 LET US SUM UP

One of the major goals of education is to develop students who are capable and dedicated to life time learning. This means helping them understand their goals needs, interests and problems and the ways of

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solving them. The teacher thus becomes the guides. Philosophers and counselors. They guide the students to formulate their goals and how to achieve them.

8.9 UNIT-END ACTIVITY

i. Bring out a 'School Magazine' using computers.
ii. Prepare a PLM to teach a difficult unit in your core subject.

8.10 ANSWER TO CHECK YOUR PROGRESS.

1. Personal guidance may be defined as the assistance given to the individual to solve his emotional, social, ethical and moral as well as health problems. Hence personal guidance deals with all those problems of life which are not covered under educational and vocational guidance.

2. Guidance and counselling are important for children, and schools have a huge role in bringing out the best in children. Good conduct is coveted, but sometimes young minds need guidance to polish their personality. Through counselling, children are given advice on how to manage and deal with emotional conflict and personal problems. Proper counselling will help incorporate valuable lessons in their daily life.

8.11 SUGGESTED READINGS / REFERENCES

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UNIT IX

OCCUPATIONAL INFORMATION SERVICE

Structure

9.1 INTRODUCTION

The main focus of this unit is to orient you regarding the occupational information service. Occupational information is one of the major components needed to make effective career decisions. Occupational information refers to the collection of details about occupational and educational opportunities. Gathering and using occupational information is essential if an individual is to select options that fit his or her interests, values, aptitudes, and skills. Occupational information can include details about the employment outlook, salary, related occupations, education and training, and job duties.

9.2 OBJECTIVES

After going through this unit, you will be able to;

- Explain the occupational information service
- Describe the Placement Service
- List the evaluation of Guidance Programme.

9.3 OCCUPATIONAL INFORMATION SERVICE

9.3.1 Meaning:

It is natural that information about anything energizes an individual if he is interested in that matter. For different categories of individuals, different types of information are important. But for the student community, information on different educational careers and occupations is noteworthy and worth mentioning. Because to make a wise choice or proper decision on any matter, the pupils must be well informed about the pros and cons of that matter.

Hence for providing detail information relating any matter, a service may be meant for this. Similarly for giving detail information to pupils on different occupations a service is meant for it which is called "occupational information service." This information service provides a variety of information to the pupils on various occupations as and when needed.

For accelerating this process now in our educational institutions or schools information in educational and vocational opportunities are being provided. For this an "occupational information service" is working in our schools from which the pupils have to decide on matters relating to their educational and vocational choices.

The occupational information service is very useful for students of secondary and higher secondary classes. It is a service designed to assist pupils to explore the world of work by propagating accurate, valid and useful information about educational and vocational

opportunities, their characteristics, demands and requirements. More specifically, the occupational information service provides information about various vocational courses.

9.3.2 Need of Occupational Information:

The need of occupational information service is felt for the pupils in the following grounds:

1. Pupils of secondary and higher secondary schools have to make choices relating to their future occupation, choice always involves knowledge and idea. It means one can't choose what one doesn't know. A pupil may join in an occupation by virtue of mere love. But the wise choice of an occupation requires accurate information about an occupation. Thus selecting an occupation without accurate information results in square pegs in round holes and round pegs in square holes.
2. The guidance worker or counselor may be a highly qualified and trained person, but without adequate information about various occupations his services will be like an out worldly showing good thing having no value in reality. Vocational guidance without adequate occupational information in in fact has no value.
3. Occupational information makes the guidance service informative, motivational, adjective and evaluative and is accepted as helpful for the pupils.
4. Now there are more than 400 occupations in the world of work. Each occupation is different from the other in terms of characteristics and requirements. Every pupil should be helped to choose an occupation, prepare for it, enter into the occupation and make satisfactory progress in it in accordance with his

ambition, interests, abilities and limitations. Collection, classification and dissemination of occupational information are therefore important to assist students in their vocational choices, vocational planning and vocational placement.

9.3.3 Types of Information:

There are some important types of information that the pupils need are as follows:

1. Educational Information:

This type of information refers information relating to curriculum, syllabus, books, policies and programmes of schools, its rules and regulations, traditions of schools and colleges, co-curricular activities, special measures and programmes adopted by schools, information about higher education, colleges and universities, information about loans, scholarships and stipends, information about the scholar exchange programmes etc.

2. Occupational Information:

Information relating to different occupations, their nature, requirements, scope and prospects, information about part time employment and employment agencies etc.

3. Industrial Information:

Information relating to industries in the neighbours-hood, small scale and large scale industries etc.

4. Training Information:

Information about all types of training opportunities offered by vocational institutions and training schools on the job training, apprenticeship, facilities for the correspondence education, evening classes, coaching classes, preparatory training programmes etc.

5. Health Information:

Information relating to health, psychological and psychiatric services, information about medical centres of great repute.

6. Recreational Information:

Information relating to different types of recreations, leisure time pursuits and hobbies.

7. Socio-economic and Cultural Information:

Information relating to population trends and population education, environmental pollution, child labour laws, religious influences, technological trends, economic trends, influences of urbanization, social service organisations, philanthropic organisations etc.

Types of Information to be collected:

The following types of information are to be collected from the pupils for the sake of occupational information service:

1. Name of the occupation.
2. Name of organisations which provide the specific occupation whether government/private or self-employment.
3. Hours of work……. (Morning/Day/Night)
4. Salary Offered…….
5. Other allowances offered
6. Rewards offered
7. Promotion and future of the occupation
8. Methods of recruitment…..
9. Requirements of the occupation…..
10. Age, Sex………
11. Qualification (Desirable/essential)
12. Training and experience, physical fitness.

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13. Names of organisations which offers training for the occupation.
14. Stipends/Scholarships available during training…
15. Duration of the training……
16. Post-retirement benefits…..
17. Pre-conditions for leaving the job.
18. Special features of the occupation……

Such information should be collected from the various sources which are called sources of collection of occupational information.

9.3.4 Sources of Collection of Occupational Information:

Collection of occupational information can be done from the following sources:

(i) Employers and Employees
(ii) Training institutions and training centres.
(iii) Information from district employment exchange.
(iv) Directories, books, postures, monographs, bibliographies, magazines, occupational index, pamphlets and other printed materials.
(v) Central and state bureau of educational and vocational guidance.
(vi) University employment bureaus.
(vii) State service selection boards.
(viii) Union Public Service Commission (UPSC) and State Public Service Commission (SPSC)
(ix) Staff selection boards.
(x) Official notice boards of organisations.
(xi) Professional and industrial organisations.
(xii) Ministry of education-information section.
(xiii) Employment news and employment bulletins.

After collecting various types of information about different types of occupations they should be classified in some systematic manner on some basis. After that there will be dissemination of information about it through different agencies or forms or means.

9.4 PLACEMENT SERVICE

The term placement refers to the assigning of a worker to the job for which he is judged best fitted. Fitness includes the individual's satisfaction as well as his abilities in relation to the job. Thus in placement service two things are important: (i) fitness for the job and (ii) satisfaction of the individual, who is fitted for a particular job.

Placement service includes educational placement and vocational placement. Vocational placement implies that while assigning an individual to some job care must be taken to select for him a job or occupation for which he is best filled and which will provide him job satisfaction.

Educational placement, on the other hand is a service which aims at placing the individual in appropriate courses or educational situations which best suits to the ability and taste of the individual student concerned. Keeping in view different vocational goals, educational placement of the students takes place. Students get proper education and training before their job placement. Thus job placement and educational placement go, hand-in-hand.

Aims of Placement Service

Placement service is a process, which helps for the realization of the aims of guidance and counselling in respect of job-placement of the students. Thus its basic objective is welfare and adjustment of the individuals in the context of a job for which he is best fitted and from which he gets satisfaction.

Need and Importance of Placement Service:

Before discussing need and importance of placement service it is necessary to explain about counselling briefly that is in counselling the pupils decide what they would like to do. They have a line of action before them. They are duly motivated to act. Here the job of guidance programme doesn't end there. Of course, a big headway has been made by now which has been solved by the placement service.

The placement service in guidance helps them to get them posted at the decided upon places. On the part of pupils, it is the work upon phase in the guidance programme. The placement service is meant to help the pupils to carry out what they have thought of being all right for them.

Need of placement service

1. After completing a course in a school a pupil may like to pursue a course of study with certain electives in a college or university. But due to lack of knowledge about institutions of higher education most pupils experience, frustration and aimlessness in their life. Sometimes pupils don't know when to contact, whom to contact and how to prepare for admission in the institution of their choice.

They approach late, fail to contact the right person and have inadequate preparation and as a result feel disgusted and frustrated. Placement service in a school or secondary school is needed to assist pupils in their proper educational placement.

2. After completing education or leaving the school a pupil may look for a right type of job.
3. Placement service is needed to assist the pupils in their vocational placement.

4. A pupil may like to continue vocational training in a vocational institute for getting a good employment in an organisations or for self-employment.
5. An organized placement service is needed in every school or secondary school to assist pupils in their placement in a vocational training institute.

TYPES OF PLACEMENT SERVICE

1. Educational Placement Service
2. Vocational Placement service

9.4.1 Educational Placement Service:

As discussed earlier, educational placement is provided lo the pupils keeping in view their vocational goals. Taking into considerations the education and experience of an individual job placement in made.

Educational placement involves placement of the pupils in regular courses, in different curricular and co-curricular activities and in further education. Thus educational placement service is provided lo all the pupils of all grades.

Characteristic of Educational Placement Service

a) It helps pupils in selection of school subjects.
b) It helps pupils in their transfer from one grade to another grade or from institution to another institution.
c) It helps pupils for their preparation in the next course.
d) It develops interests among the pupils for community service.
e) It helps the pupils to find part time employment.
f) It helps the pupils for their participation in different co-curricular activities.
g) It helps the students to enter into vocational schools of training, different training institutions and colleges.

h) It helps pupils in locating and securing employment when they leave their schools.

9.4.2 Vocational Placement service:

Vocational placement means assigning the individuals to some job for which he is most filled and which will give him full satisfaction. One of the primary consideration at the student's learning centre is to guide the pupils after their completion of education for proper vocational placement. This service helps the students in locating and securing employment, when they leave the school. Even it helps the student to get part-time employment.

9.5 EVALUATION OF GUIDANCE PROGRAMME

Evaluation is a critical component of a developmental guidance and counselling program and ensures accountability. The purpose of evaluation is to determine the value of the program, its activities, and staff in order to make decisions or to take actions regarding the future.

The evaluation will measure the delivery of services (the process evaluation) and outcomes (product evaluation). This ongoing process provides information to ensure continuous improvement of the guidance program and gives direction to necessary changes.

Evaluation is a process that includes eight steps:

1. Stating the evaluation questions,
2. Determining the audiences/uses for the evaluation,
3. Gathering data to answer the questions,
4. Applying the predetermined standards,
5. Drawing conclusions,
6. Considering the context,
7. Making recommendations, and
8. Acting on the recommendations.

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Counselors and the counselling program play a vital role in assisting teachers and other staff in the integration of school guidance objectives with other instructional goals and objectives. In turn, the evaluation should be a collaborative effort among all those involved in the program. Evaluation activities enable counselors and others to:

- determine the impact of the guidance program on students, faculty, parents, and school climate;
- know if they are accomplishing their goals;
- identify what remains to be accomplished;
- identify effective components of the program;
- eliminate or improve less effective components of the program;
- adapt and refine the guidance program and implementation process;
- identify unintended consequences of the program (both positive and negative);
- identify other areas that need to be addressed;
- establish goals for the counselors' professional development;
- determine staffing needs and workload adjustments;
- determine additional resources required to adequately carry forward the program; and
- Provide accountability information to educators and the community.

Basis of the Evaluation

The program definition and design provides clear standards for evaluation of both the program and the staff who conduct it. The program definition identifies the students or other persons and groups served by the program, identifies the competencies acquired as a result

of participation in the program, and describes how the program is organized to help students learn and use these competencies.

The definition also dictates the appropriate roles for the school counselor, and the job description specifies those roles for carrying out each counselor's specific responsibilities in implementing the program. The design outlines the program's structure and priorities such as determining who the high priority students are, the primary outcomes to be achieved, and establishing weightings for resource allocation.

Questions to Be Answered Through Evaluation

In this section, four categories of evaluation questions are suggested as a minimum number for evaluating the effectiveness of the developmental guidance and counselling program.

- How effective have the program improvements been?
- Does the program meet the program standards?
- Have students become competent in the high priority content areas?
- How well are counselors performing their roles?

At the local level, additional questions may be generated.

Considerations for answering the four categories of questions in evaluating the developmental guidance and counselling program and the school counselor staff are provided below.

1. How effective have the program improvements been?

Program improvement identifies the objectives and strategies to be accomplished through implementation of a list of tasks within an expressed time line. It provides a basis for determining whether the objectives and the time lines were met. Further, it supports judgement as to the effectiveness of the improvements in attaining goals and provides the basis for the next set of program improvements.

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As a result of designing program improvements, new expectations for counselor performance emerge. These expectations form the basis for the setting of professional growth goals by school counselors. Similar to program improvement plans, professional growth plans establish the objectives for developing specific skills or knowledge, identify the strategies for attaining the objectives, and specify the time lines.

2. Does the program meet the program standards?

A fully implemented and supported guidance and counselling program will have a measurable impact on students, parents, faculty, and the school climate. Because the evaluation is based on explicitly stated standards, data collection and analysis will describe the level of implementation of the program, the effectiveness of the guidance program, and the level of goal attainment.

The program standards can be categorized into two types: (a) qualitative design standards and (b) quantitative design standards. Examples of qualitative design standards for each component of the guidance program are:

- *Guidance Curriculum:* The specific curriculum standards to be emphasized, the specific competencies to be developed, and the age-appropriate results to be reached by students.
- *Responsive Services:* The systematic and timely response to requests from students.
- *Individual Planning:* The listing of activities which facilitate individual planning at priority grade levels.
- *System Support:* The listing of activities and programs which best meet the school community's needs and use the counselors' professional skills.

Examples of quantitative design standards are the same for each component of the guidance program. The standards are expressed in terms of (a) the numbers of students/staff/parents served by each program component, (b) the percentage of counselor time allocated to each component, and (c) the amount of time counselors use each of their professional competencies.

A data-gathering process is indicated in order to ascertain whether the program standards have been met. Assessment by pre-activity versus post-activity comparisons, short answer questionnaires, essays, improved attendance, scores and grades, and improved student behaviors provides quantitative data, while attitude surveys, verbal feedback, parent and teacher observations, case studies, and checklists provide qualitative data about the impact of the program.

Data to demonstrate implementation of the guidance curriculum activities might include information about the guidance curriculum schedule, the number of students and classes which received services, and the demonstrated competencies achieved by the students. This documentation should not require appreciably more paperwork than records counselors normally keep of services performed.

Responsive services performed by the counselor might be a tally of students seen individually and in groups, the kinds of concerns they had, and the number of referrals to other agencies and alternative programs. The number of parent consultations which were conducted and the kinds of concerns they had such as schedules and other in-school concerns, family problems, and/or student behavior should also be collected. Information regarding student and/or parent satisfaction and time lapse between request and follow-through is useful in determining the optimum student/counselor ratio.

Individual planning can be demonstrated by listing the types of information and activities provided for each grade level, and the student plans and/or schedules which result from those activities.

System support can be demonstrated by a listing of involvement in school wide or district wide activities either as a leader or participant, the number of clients served, the kinds of consultation provided and level of satisfaction, as well as the individual professional development plan developed by the counselor.

9.6 FOLLOW-UP SERVICE

Meaning of Follow-Up Service:

Opting a vocational choice or occupation as per the needs and requirements of pupils and proper placement accordingly will never be enough if the individual will never be satisfied after working in that job. It has been evident from different studies and observed that even after getting a suitable job for which one has made wise choice and has made due vocational plan and preparations, one may still need in making adjustment to the new environment. Sometimes a job or an occupation may not give full satisfaction to the individual and he may need assistance in entering new jobs.

At times, an individual may need some additional information. It may so happen that the individual after entering into a job finds it difficult to make normal progress in achieving his objectives. In all such cases, some expert guidance is needed and such guidance services may be termed as follow-up services. Even in educational situations when one is admitted into a new course after due educational plans and preparations he needs some guidance to adjust to the requirements.

So follow-up service refers to systematic evaluation of the effectiveness of the guidance programme in general and placement

service in particular. After the pupil has been given proper guidance and after he is suitably placed in an institution or occupation the teacher in change of guidance activities or the career master or the guidance counsellor studies the progress of the pupils in the institution or the occupation for a period of time. This study provides feedback to the guidance personnel about the effectiveness of his guidance.

This is what we call follow-up service which is quite useful in minimizing the wastage. Follow-up programmes determine how many are rotting in jobs to which they were fitted, how many people need readjustments in their occupations and which new preparation they have to make for proper adjustment. Follow-up services aim at evaluating the placement and other guidance services. It ascertains the changes in occupational interests of pupils and assists them in making adjustments as would be necessary. Follow- up services are also helpful in reorganizing and improving educational programmes.

The follow-up services is the component of a complete and compact guidance programme. The children are left at proper places and do what they can. There is a follow-up action. It may be called a monitoring service. It looks into the things that pupils are rightly placed or not. Do they need some sort of guidance to do well? Do they need guidance to change their line of action as a whole? How can they still do better if they are doing well? It is all that the follow-up service is expected to do.

Functions of Follow-Up Service:

The follow-up service performs the following functions:

(i) In ensures personal contact and correspondence with the student even after he leaves the school.

(ii) It helps to keep contact with the employer and heads of other institutions.

(iii) It helps to collect information about the student during the post-placement period.

(iv) The information collected about the students' progress in the occupation or course of study provides feedback about the effectiveness of guidance programme.

(v) Follow-up Service also paves the way for modifying and improving the guidance programme of the school.

(vi) It may help in replacement or change of subjects/occupation if the situation arises.

Ways to Conduct Follow-Up Service Programme:

The follow-up services can be organized for pupils studying in schools, students or pupils who left in the middle of the school session and for former pupils. Pupils even after leaving the school can come to the school for help and guidance. The school knows most about the pupil and it is in a better position to render proper guidance.

It is through follow-up services that the school can keep in touch with its pupils. The purpose of follow-up service is to help in keeping an efficient guidance programme for its past pupils. However the school after receiving proper information about the various problems of its former pupils can effectively organize follow-up services to help them for their adjustment.

So this follow-up programme can be conducted in a number of ways which are given below:

a) The guidance personnel maintains a list of all the students who have received placement service.

b) The guidance personnel keeps in touch with the educational institution and the organization which has given employment to the student.

c) He collects information from the student about his progress and difficulties relating to his education, vocational training and employment.

d) Such information's can be collected by personal contact with the student which may be incidental or deliberate, through mailed questionnaire postal correspondence or in the meeting of old students: association or indirectly through friends and parents. The guidance personnel can also contact the employer or the head of the education/training institution for collecting information about how the student is doing, what progress he has made and what difficulties he is facing.

e) The feedback received about the student creates grounds for modifying, improving and restructuring the guidance programme of the school.

9.7 LET US SUM UP

The most important use of such conferences is that it brings about a direct contact between the school and the community. By such a contact the community is made aware of the problems of the youth. They also provide opportunities to students to hear eminent persons and to know about the actual problems regarding various occupations.

Parents also become more guidance minded after attending such conferences. They devote some time to think about the occupational future of their children. Such conferences also help in making the trade and industry aware of its responsibilities in assisting the guidance agencies.

9.8 UNIT-END EXERCISES

1. What are the important objectives of follow-up services are as follows?

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2. Write a notes on Educational, Vocational and Personal Guidance for Students
3. What are the 7 most important characteristics of Vocational Placement Service
4. How to improve the placement services in educational sector?

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UNIT X

THEORIES OF COUNSELLING

Structure

10.1 INTRODUCTION

A theory of psychotherapy acts as a roadmap for psychologists: It guides them through the process of understanding clients and their problems and developing solutions.

10.2 OBJECTIVES

After going through this unit you will be able to:

- Explain the meaning of Theories of Counselling
- Give the definition of theories of Counselling
- Elaborate on the various theories of counselling
- List the various sources of theories of counselling

10.3 THEORIES OF COUNSELLING

Different theories of counselling inform practitioners about how to work with their clients to facility positive change and outcomes. There are quite a few different theories of counselling. There are many

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different similarities and differences between different theories of counselling

Psychotherapy theories provide a framework for therapists and counselors to interpret a client’s behavior, thoughts, and feelings and help them navigate a client’s journey from diagnosis to post-treatment. Theoretical approaches are an understandably integral part of the therapeutic process. But with so many different methods out there, how do you know which counselling approach works best for you? Whether you’re a student learning about counselling theories or a client looking for the right therapist, the following detailed descriptions will give you a deeper understanding of each counselling method. These theories are integrated throughout the curriculum of Counselling and are built into a foundation grounded in the psychodynamic perspective.

10.4 TYPES OF THEORIES

There are many ways of working or 'modalities' in counselling and psychotherapy. Therapists may be trained in one approach or use techniques from different methods if they think these would help a client.

- Directive
- Non-directive
- Psycho-analytical &
- Behavioural

10.4.1 DIRECTIVE COUNSELLING

In this type of approach the counselor plays an important role .A major goal is to replace the emotional behavior of the individual with deliberately rationale behavior .Although he avoids dictatorial advice .This approach is also known as counselor-centered. Under this process the counselor plans the counselling process, his work is to analyze the

problem, identify the triggers identify the exact nature of the problem and provide various options. Williamson was a great profounder of this kind of approach as he stated that this approach is good to address the problems relating to educational and vocational adjustment. This type of counselling is a concept, where educational and vocational guidance relate to the personality dynamics and interpersonal relationship. This type of counselling is more useful where the individual wants information and advice for choice of a career. This approach does not focus its attention on personality development as such.

Steps of Directive counselling:-

Williamson has given six steps Directive counselling:

1. **Analysis:** It includes collection of information about the individual which can be collected through structured interviews, psychological case history methods, Interaction with family members, friends, etc.
2. **Synthesis:** After collection of lot data the information is organized in the logical manner to analyse the individual in terms of his qualifications, assets, potentials, liability adjustment, cultural background, habits etc.
3. **Diagnosis:** The diagnosis consists of the interpretation of the data in relation to the nature and problem, the causes of problems.
4. **Prognosis:** Under this step a prediction is made about the future development of the problem.
5. **Counselling:** The counselling here is to bring about adjustment and re-adjustment to the individual in relation to his problem. Attitudes and interest of the individual are considered during the counselling. It emphasis the individual to develop life cycle

where an effort in the positive direction could lead to success and success in turn could lead to further efforts and motivations.

6. **Follow-up:** The sixth step in directive counselling is follow up which is extremely important. An individual may be able to solve immediate problems through counselling but new problems may occur or the original problem may re-occur. Follow-up with the client is extremely necessary. The role of counselor is important as he has to make the individual understand and accept his strength and also his weakness and faults.

That technique is considered as a most economic approach and important for student counselling because it is less time consuming and student who lack experience are easily influenced by the counselor's experience and specialize knowledge. The students feel that the counselor has superior Knowledge and therefore a professional relation takes place. The relation is the base of this kind of approach. A submissive and highly emotionalized counselling of student can cultivate self-confidence in the individual. A relationship is based on dignity to help the student to reach his goal.

Directive or Counselor-centered or prescriptive counselling:

Counselor-centered counselling revolves around the counselor. He tries to lit good relations to the friendship and assistance. In this, the counselor is active and he expresses his ideas and attitudes independently. He evaluates expressions of the client. According to this view point the counselling interview .In this, the counselor asks a series of standardized questions. Each carries a short answer. The counselor does not allow the development of expression and feelings. He leads as an expert, evaluates and gives suggestion vice.

Basic Assumptions of Directive Counselling:

According to Willy, the following can be the basic assumptions of directive counselling-

a) **Competency in giving Advice-:** The counselor possess the best training experience and information. He is more competent to provide an advice to problem.

b) **Counselling as an intellectual process -:** A client's intellectual is not destroyed as a result of mal-adjustment. Hence counselling is primarily an intellectual process .It stresses upon the intellectual aspects of a person instead of emotional aspects of the personality.

c) **Counselling objectives as problem solving situation-:** The objective counselling are achieved through problem solving situation.

d) **Client's incapability of solving the process-:** The counselor does not possess the capability for solving the problem always.

Advantages of Directive counselling:

1) This method is useful from the time consuming view- point .It saves time.
2) In this type of counselling, there is more focus on the problem and the person.
3) The counselor can look the client directly.
4) Counselling focuses more on the intellectual aspects of the person than emotional aspect of the personality.
5) In this process, the counselor becomes readily available to help which makes the client very happy.

Limitations of Directive counselling-:

1) In this process the client is more dependent. He is also less able to solve new problems of adjustment.

2) As the client is never independent of the counselor, it is not an efficient best guidance.
3) Unless and until a person does not develop some attitude through experiences, he cannot make any decision himself.
4) The counselor fails in serving the client to commit the mistakes in future

10.4.2 NON –DIRECTIVE COUNSELLING

In this type of counselling the counselee or client or pupil, not the counsellor is the pivot of the counselling process. He plays an active role and this type of counselling is a growing process. In this counselling the goal is the independence and integration of the client rather than the solution of the problem. In this counselling process the counsellee comes to the counsellor with a problem. The counsellor establishes rapport with the counsellee based on mutual trust, acceptance and understanding.

The counsellee provides all information about his problems. The counsellor assists him to analyze and synthesize, diagnose his difficulties, predict the future development of his problems, take a decision about the solution of his problems; and analyse the strengths and consequences of his solutions before taking a final decision. Since the counsellee is given full freedom to talk about his problems and work out a solution, this technique is also called the “permissive” counselling.

Pupil’s perception of the relationship:

When a pupil seeks the counsellor’s help, he soon discovers that the counsellor accepts him as he is and believes in his ability to solve his problem in his own way. He also learns that he can talk about whatever he chooses and sometimes he finds, even to his own surprise, that he

can talk about topics which so far he couldn't discuss with his closest friends. Though previous experiences with counsellors may have taught him that the counsellor is a "giver of advice".

He now finds that he is talking with a person who tries to understand him, tries to follow what he is saying and feeling, tries to help him understand himself, and neither gives advice not attempts to manipulate him into making a decision which the counsellor believes is best for him. He feels that the counsellor understands why he sees the things differently at different times and he learns that if he wishes, he can terminate or avoid the relationship without solving the specific problem which is brought to the counselor.

Steps in Non-Directive Counselling:

The following steps are adopted in this counselling process:

1. The pupil or individual comes for help as the counsellee.
2. The counsellor defines the situation by indicating that he doesn't have the answer but he is able to provide a place and an atmosphere in which the client or pupil can think of the answers or solutions to his problems.
3. The counsellor is friendly, interested and encourages free expression of feeling regarding the problem of the individual.
4. The counsellor tries to understand the feeling of the individual or client.
5. The counsellor accepts and recognizes the positive as well as the negative feelings.
6. The period of release or free expression is followed by a gradual development of insight.
7. As the client recognizes and accepts emotionally as well as intellectually his real attitudes and desires, he perceives the

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decisions that he must make and the possible courses of action open to him.

8. Positive steps towards the solution of the problem situation begin to occur.
9. A decreased need for help is felt and the client is the one who decides to end the contract.

10.4.3 PSYCHO-ANALYTICAL

Psychoanalytic therapy is one of the most well-known treatment modalities, but it is also one of the most misunderstood by mental health consumers. The goal of psychoanalytic therapy is to help patients better understand the unconscious forces that can play a role in current behaviors, thoughts, and emotions. This type of therapy is based upon the theories and work of Sigmund Freud, who founded the school of thought known as psychoanalysis.

What Is Psychoanalytic Therapy?

Freud described the unconscious as the reservoir of desires, thoughts, and memories that are below the surface of conscious awareness. He believed that it was these unconscious influences that could often lead to psychological distress and disturbances.

Psychoanalytic therapy looks at how the unconscious mind influences thoughts and behaviors. Psychoanalysis frequently involves looking at early childhood experiences in order to discover how these events might have shaped the individual and how they contribute to current actions.

The History of Psychoanalytic Therapy

Psychoanalytic theory grew out of the work of the famous psychoanalyst Sigmund Freud who began developing his therapeutic techniques in the late 1800s. In 1885, Freud began to study and work

with Jean-Martin Charcot at the Salpetriere in Paris. Charcot used hypnosis to treat women suffering from what was then known as hysteria. Symptoms of the illness included partial paralysis, hallucinations, and nervousness.

Freud continued to research hypnotism in treatment, but his work and friendship with colleague Josef Breuer led to the development of his most famous therapeutic technique. Breuer described his treatment of a young woman, known in the case history as Anna O., whose symptoms of hysteria were relieved by talking about her traumatic experiences. Freud and Breuer collaborated on a book called Studies on Hysteria and Freud continued to develop his use of this "talk therapy." This approach proposed that simply talking about problems could help relieve psychological distress.

How Does Psychoanalytic Therapy Work?

Psychoanalytic therapists generally spend time listening to patients talk about their lives, which is why this method is often referred to as "the talking cure." The therapy provider will look for patterns or significant events that may play a role in the client's current difficulties. Psychoanalysts believe that childhood events and unconscious feelings, thoughts, and motivations play a role in mental illness and maladaptive behaviors.

Techniques Used in Psychoanalytic Therapy

Psychoanalytic therapy also makes use of other techniques including free association, exploration of the transference, observing defenses and feelings patient's may not be aware of, as well as dream interpretation.

The Psychoanalytic Process

People undergoing psychoanalytic therapy often meet with their therapist at least once a week and may remain in therapy for a number

of weeks, months, or even years. Through this process, the hope is that people will be able to gain insight and awareness of the unconscious forces that contribute to their current mental state.

Treatment Can Be Intensive

Patients may sometimes find that psychoanalysis can be quite intense and personal. It involves talking a great deal about past experiences, relationships, and feelings. This can also lead to feelings of discomfort as unconscious forces are brought to light. While the process can sometimes result in uneasiness, it can also be a great way to gain insight and deal with feelings that are difficult to put into words.

Dealing with Unconscious Forces

This approach to therapy often involves provoking emotional responses and overcoming defense mechanisms. Success often hinges on the ability to confront potentially stressful or triggering past experiences.

Gaining insight into your feelings, behaviors, and experiences can help you better understand the unconscious forces that continue to exert and influence on your actions, your relationships, and your sense of self. Psychoanalytic therapy may also help you learn techniques for coping when future problems arise. Rather than falling back on unhealthy defenses, you may be better able to recognize your feelings and deal with them in a constructive manner.

What Conditions Can Psychoanalysis Treat?

Psychoanalysis may be used to treat a number of different psychological conditions. Some of the concerns that can be treated using psychoanalytic therapy include:

- Obsessive-compulsive disorder
- Depression
- Psychosomatic disorders

- Phobias
- Anxiety
- Identity problems
- Emotion struggles or trauma
- Self-destructive behavior
- Relationship issues
- Sexual problems

People who are likely to benefit from this form of therapy are often those who have been experiencing symptoms for some time. Long-term symptoms of anxiety, depressed mood, and behaviors that have a negative impact on functioning and enjoyment of life are some possible reasons why people might choose to try psychoanalytic therapy.

10.4.4 BEHAVIOURAL

The term behavior modification and behavior therapy are often used interchangeably, but they have slightly different meanings

Behavior modification is an approach to assessment, evaluation, and behavior change that focuses on the development of adaptive, pro-social behaviors and the decrease of maladaptive behavior in daily living. Behavior modification is used by therapists and paraprofessional workers to help individuals improve some aspect of daily life.

Behavior therapy is a clinical approach that can be used to treat a variety of disorders, in various types of settings, and with a wide range of special population groups.

Historical Background; the behavioral approach had its origin in the 1950s and early 1960s and it was a radical departure from the dominant psychoanalytic perspective. Contemporary behavior therapy arose

simultaneously in the U.S., South Africa, and Great Britain in the 1950s. In spite of harsh criticism and resistance from traditional psychotherapists, the approach survived. Its focus was on demonstrating that behavioral conditioning techniques were effective and were a viable alternative to traditional psychotherapy.

In the 1960s Albert Bandura developed social learning theory, which combined classical and operant conditioning with observational learning. During the 1960s a number of cognitive behavioral approaches sprang up, and they still have a significant impact on therapeutic practice.

It was during the 1970s that behavior therapy emerged as a major force in psychology and made a significant impact on education, psychology, psychotherapy, psychiatry, and social work.

In the 1980s behavior therapists continued to subject their methods to empirical scrutiny and to consider the impact of the practice of therapy on both their clients and the larger society. Two significant developments in the field were (1) the continued emergence of cognitive behavior therapy as a major force (2) the application of behavioral techniques to the prevention and treatment of medical disorders.

By the late 1990s, there were at least 50 journals devoted to behavior therapy and its many offshoots. Behavior therapy is marked by a diversity of views and procedures but all practitioners focus on observable behavior, current determinants of behavior, learning experiences to promote change, and rigorous assessment and evaluation.

Four Areas of Development:

1. Classical conditioning
2. Operant conditioning
3. Social learning theory
4. Cognitive behavior therapy

1. In classical conditioning (Pavlovian) certain respondent behaviors, such as knee jerks and salivation, are elicited from a passive organism. The focus was on experimental analysis and evaluation of therapeutic procedures. Classical conditioning (respondent conditioning) refers to what happens prior to learning what creates a response through pairing. Ivan Pavlov illustrated classical conditioning through experiments with dogs. Placing food in a dog's mouth leads to salivation, which is respondent behavior. When food is repeatedly presented with some originally neutral stimulus, such as the sound of a bell, the dog will eventually salivate to the sound of the bell alone. However, if a bell is sounded repeatedly, but not paired again with food, the salivation response will eventually diminish and become extinct. Another example is Joseph Wolpe's systematic desensitization.

(2) Operant conditioning involves a type of learning in which behaviors are influenced mainly by the consequences that follow them. If the environmental changes brought about by the behavior are reinforcing – that is, if they provide some reward to the organism or eliminate aversive stimuli – the chances are increased that the behavior will occur again. If the environmental changes produce no reinforcement or produce aversive stimuli, the chances are lessened that the behavior will recur. Skinner contends that learning cannot occur in the absence of some kind of reinforcement, either positive or negative. Reinforcement involves some kind of reward or the removal of an

aversive stimulus following a response. Reinforcement takes place when the consequences of a behavior increase the likelihood that the behavior will be repeated. For Skinner, actions that are reinforced tend to be repeated and those that are not reinforced tend to be extinguished.

(3) The social learning approach, developed by Albert Bandura and Richard Walters, is interactional, interdisciplinary, and multimodal. Behavior is influenced by stimulus events, by external reinforcement, and by cognitive mediational processes (thinking processes, attitudes, and values). Social learning and cognitive theory involves a reciprocal interaction among the environment, personal factors (beliefs, preferences, expectations and self-perceptions) and individual behavior. A basic assumption is that people are capable of self-directed behavior change. For Bandura, self-efficacy is the individual's belief or expectation that he or she can master a situation and bring about desired change. The theory of self-efficacy represents one of the first major attempts to provide a unified theoretical explanation of how behavior therapy and other psychotherapy procedures work.

(4) Cognitive behavior therapy – many techniques, particularly those developed within the last three decades, emphasize cognitive processes that involve private events such as the client's self-talk as mediators of behavior change.

Today, current behavior therapy tends to be integrated with cognitive therapy and is often referred to as cognitive behavior therapy. Today there are relatively few traditional behavioral practitioners.

Basic Characteristics and Assumptions:

i. Behavior therapy is based on the principles and procedures of the scientific method (or a systematic adherence to precision and to

empirical evaluation). Behavior therapists state treatment goals in concrete objective terms to make replication of their interventions possible. Treatment goals are agreed upon by the client and therapist. Throughout the course of therapy, the therapist assesses problem behaviors and the conditions that are maintaining them. Research methods are used to evaluate the effectiveness of both assessment and treatment procedures. Therapeutic techniques employed must have demonstrated effectiveness. Behavioral concepts and procedures are stated explicitly, tested empirically, and revised continually.

ii. Behavior therapy deals with the client's current problems and the factors influencing them. Emphasis is on specific factors that influence present functioning and what factors can be used to modify performance. Behavior therapists look to the current environmental events that maintain problem behaviors and help clients produce behavior change by changing environmental events.

iii. Clients involved in behavior therapy are expected to assume an active role by engaging in specific actions to deal with their problems. They are required to do something to bring about change. Clients monitor their behaviors both during and outside the therapy sessions, learn and practice coping skills, and role-play new behavior. Behavior therapy is an action-oriented approach, and learning is viewed as being at the core of therapy. It is an educational approach in which clients participate in a teaching-learning process.

iv. The behavioral approach emphasizes teaching client's skills of self-management, with the expectation that they will be responsible for transferring what they learn in the therapist's

office to their everyday lives. Behavior therapy is generally carried out in the client's natural environment as much as possible.

v. The focus is on assessing overt and covert behavior directly, identifying the problem, and evaluating change. There is direct assessment of the target problem through observation or self-monitoring to determine whether the behavior change resulted from the procedure.

vi. Behavior therapy emphasizes a self-control approach in which clients learn self-management strategies. Therapists frequently train clients to initiate, conduct, and evaluate their own therapy.

vii. Behavioral treatment interventions are individually tailored to specific problems experienced by clients. For ex., "What treatment, by whom, is the most effective for this individual with that specific problem and under which set of circumstances?"

viii. The practice of behavior therapy is based on a collaborative partnership between therapist and client, and every attempt is made to inform clients about the nature and course of treatment.

ix. The emphasis is on practical applications. Interventions are applied to all facets of daily life in which maladaptive behaviors are to be decreased and adaptive behaviors are to be increased.

x. Therapists strive to develop culture-specific procedures and obtain their clients' adherence and cooperation.

THE THERAPEUTIC PROCESS

Therapeutic Goals:

Goals occupy a place of central importance in behavior therapy. The client, with the help of the therapist, defines specific goals at the outset of the therapeutic process. Although assessment and treatment occur together, a formal assessment takes place prior to treatment to determine behaviors that are targets of change. Continual assessment throughout therapy determines the degree to which identified goals are being met. It is important to devise a way to measure progress toward goals based on empirical validation. The therapist assists clients in formulating specific measurable goals. Goals must be clear, concrete, understood, and agreed on by the client and the counselor. This results in a contract that guides the course of therapy. Behavior therapists and clients alter goals throughout the therapeutic process as needed.

- The client identifies desired outcomes. The focus is on what the client wants to do rather than on what the client does not want to do.
- The client is the person seeking help, and only he or she can make a change. The counselor helps the client accept the responsibility for change rather than trying to get someone else to change.
- The cost-benefit effect of all identified goals is explored, and counselor and client discuss the possible advantages and disadvantages of these goals.

Once goals have been agreed upon, a process of defining them begins. The counselor and client discuss the behaviors associated with the goals, the circumstances required for change, the nature of sub-goals, and a plan of action to work toward these goals.

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Therapist's Function and Role:

Behavior therapists tend to be active and directive and to function as consultants and problem solvers. They use some techniques common to other approaches, such as summarizing, reflection, clarification, and open-ended questioning. Behavioral clinicians perform these other functions as well:

- Conduct a thorough functional assessment to identify the maintaining conditions by systematically gathering information about situational antecedents, the dimensions of the problem behavior, and the consequences of the problem.
- Formulate initial treatment goals and design and implement a treatment plan to accomplish these goals.
- Use strategies to promote generalization and maintenance of behavior change.
- Evaluate the success of the change plan by measuring progress toward the goals throughout the duration of treatment
- Conduct follow-up assessments.

Another important function of the therapist is role modeling for the client. It is essential that therapist be aware of the crucial role they play in the therapeutic process.

Client's Experience in Therapy

Behavior therapy provides the therapist with a well-defined system of procedures to employ. The importance of client awareness and participation in the therapeutic process is stressed. Behavior therapy is characterized by an active role for both therapist and client. A large part of the therapist's role is to teach concrete skills throughout the provision of instructions, modeling, and performance feedback.

The client engages in behavioral rehearsal with feedback until skills are well learned and generally receives active homework assignments (such as self-monitoring or problem behaviors) and are expected to cooperate in carrying out therapeutic activities, both during therapy sessions and in everyday life. They are helped to generalize and to transfer the learning acquired within the therapeutic situation to situations outside therapy. It is clear that clients are expected to do more than merely gather insights; they need to be willing to make changes and to continue implementing new behavior once formal treatment has ended. Clients are as aware as the therapist is regarding when the goals have been accomplished and it is appropriate to terminate treatment.

Relationship between Therapist and Client:

A good therapeutic relationship increases the chances that the client will be receptive to therapy. Most behavioral practitioners contend that factors such as warmth, empathy, authenticity, permissiveness, and acceptance are necessary but not sufficient for behavior change to occur. Behavior therapists assume that clients make progress primarily because of the specific behavioral techniques used rather than because of the relationship with the therapist.

10.5 LET US SUM UP

We have discussed about major theoretical approaches to counselling and the strategies they use. Through an exploration and examination of each approach, coupled with the integration of multicultural and diversity competencies, students will gain the knowledge and skills necessary to apply the strategies and techniques of counselling theories. Ethical decision-making will be incorporated into each theoretical approach.

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10.6 UNIT-END EXERCISES

1. Explain Directive counselling.
2. Give a detailed account of behavioural counselling.
3. Write the uses of Psycho-analytical counselling.

10.7 SUGGESTED READINGS

- Chauhan, S. S. (2008). Principles and Techniques of Guidance. UP: Vikas Publishing House Pvt. Ltd.
- Cirtes. (1974). Hand Book on Vocational Guidance. New Delhi: Ministry of Labour and Rehabilitation, Govt. of India.
- James, C. H. (1978). Counselling Process and Procedures. New York: McMillan Co.

UNIT XI

FOUNDATIONS OF GUIDANCE AND COUNSELLING

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Structure

11.1 Introduction

11.2 Objectives

11.3 Philosophical Foundation – Dignity of Human being

11.4 Sociological Foundations

11.5 Psychological Foundations

11.5.1 Guidance

11.5.2 Counselling

11.6 Research Foundation of Counsellors

11.6.1 Counselling and Research Process

11.6.2 Research for the Counsellor

11.6.3 The identity of Counselling

11.7 Learning Principles

11.7.1 Definitions of Learning

11.7.2 Learning is a stratified process

11.7.3 Reception

11.7.4 Decoding

11.7.5 Learning

11.7.6 A 'Phramid of reception' has to be constructed

11.7.7 Opportunities for Application

11.8 Let us sum up

11.9 Unit-End exercises

11.10 Answer to check you progress

11.11 Suggest Readings

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11.1 INTRODUCTION

The main focus of this unit is to orient you regarding the philosophical foundation, sociological foundation and psychological foundation of guidance and counselling. Generally we think, guidance and counselling are needed by students have some psychological problems or difficulties. It is still viewed this manner by many. Even in the schools, students have not been oriented properly to this. Now we all know that guidance and counselling are an indispensable part of our education system. It provides valuable input to teachers and parents in understanding their children. So that their al round development could be facilitated. It also helps an individual to understand oneself and also scope up with their problems.

11.2 OBJECTIVES

After going through this unit, you will be able to;

- Explain the philosophical, sociological and psychological foundations
- Describe the research foundations of counsellors.
- List the various learning principles.

11.3 PHILOSOPHICAL FOUNDATION- DIGNITY OF HUMAN BEING

Humanistic counselors base their practice upon a philosophical foundation based on the affirmation of the dignity of every human being. Humanistic counselors acknowledge the responsibility of human beings for their own destiny, having within themselves the answers to improve their own lives and the quality of life of all human beings. They recognize and respect the ability of human beings to employ reason and science as tools or the discovery of knowledge and the achievement of goals. Humanistic counselors believe that wellness and

health is best achieved by combining personal growth with avid service for the greater good of humanity.

The foundation of counselling as a profession is grounded in so many other disciplines; it is hybrid of knowledge from philosophy, education, psychology, psychiatry, sociology and family studies. Therapeutic counselling and its related disciplines of psychiatry, psychology, social work and guidance have experienced an uneven progression of development. Through the days of ancient Mesopotamia and Persia, the classical Greek and roman eras and into modern times, early therapeutic counselors were primarily philosophers, physicians or priests. It has been only in the past fifty years that counselling has emerged as a distinct field apart from its related mental health disciplines. The talking cure, a century ago was a revolutionary idea what was not only unaccepted but held in disrepute. The cathartic method of talking out problems was pioneered by Sigmund Freud as a method for treating persons with psychological problems.

The leaders of the community who attempted to provide inspiration for others through their teaching were the first counsellors. Some of them are religious leaders and philosophers like Buddha, Mosses, Socrates, and Confucius. Many of these leaders functioned as counselors and tried to impart wisdom to stimulate emotional, spiritual and intellectual growth among human being. A few of their basic principles such as

- There is no single right answer to any question worth asking
- There are many possible interpretations of the same experience.

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- Any philosophy is worthless if it is not personalized and made relevant to everyday life forms the foundation for the guidance and counselling.

These same principles form the essential part of today's counselling and helping clients to find their own path to inner path.

Apart from educational and spiritual paths, there were also those pragmatic practitioners who tried to combine philosophy with what they observed about human behaviour to heal human suffering. Foremost among these medical philosophers was Hippocrates who introduced many ideals including the concepts of homeostasis and prognosis. Hippocrates emphasized the importance of a complete life history before undertaking any treatment. He is also credited with developing over two thousand years ago the first counselling interventions, relying on many techniques that are still in us today such as systematic diagnostic interview, detailed history taking, building trust in a therapeutic relationship. When Sigmund Freud and Joseph Breuer evolved their talking cure of health through catharsis, the professions of counselling and psychotherapy were truly born. Freud accomplished several remarkable feat, including

a) Plotting the anatomy of the human nervous system,'
b) Adapting the technique of hypnosis for studying the inner world,
c) Emphasizing unconscious motives behind human behaviour,
d) Developing the first normal methodology of therapeutic counselling,

He was the primary mentor of the first generation of therapeutic counselors.

11.4 SOCIOLOGICAL FOUNDATIONS

An individual as a system, however, does not live in isolation, but rather as part of a much larger contextual system. Thus, the individual is both a system and a subsystem. Consequently, career counselors need to consider the unique perspectives of clients and how cultural forces have influenced their career-related needs. Similarly, the broader contextual system comprises subsystems, specifically the social system and the environmental/societal system. The social system refers to the other people systems with which the individual interacts and is representative of Bronfenbrenner's (1977) "microsystem." For example, the social system, represented by small circles intersecting the individual system, comprises subsystems related to family, educational institutions, and pers. In additional, media are included as a social system, noting that they have traditionally received less attention in career development theories. In relation to adolescents, Borow (1984) described social influences such as family, peers, and school as the principal agents of socialization. Social influences may contribute to the shaping of individuals' culture through the transmission of values, beliefs, and attitudes and also through membership in various groups. Furthermore, the nature of influence may be direct or indirect. Thus, although the STS depicts some of the more common social influences, it is important that individuals describe the range and nature of the social systems to which they belong.

The individual and the social system occur within the broader system of society and the environment, the environmental/societal, which is representative of Bronfenbrenner's (1977) "exosystem" and "mesosystem". Depicted in figure 1 as a circle surrounding the social and individual systems, the environmental/societal system and its subsystems, such as geographic location historical influences, and

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globalization may seem less directly related to the individual. However, there is increasing recognition at a macro level that the impact of global forces on people's career development can be profound (Young & Collin, 2000). For example, many organizations in the private and public sector are "internationalizing" their products and services. This potentially influences the career development of individual through opportunities for study and work exchanges between countries or demands to update employment competencies for the global marketplace (Arthur, 2000).

Also at a macro level, government policy related to issues such as social security, funding for education, and workplace restructuring may have profound influences on individuals. Furthermore, historical influences may contribute to of the values, beliefs, and attitudes of age cohorts, such as individuals who grow up at times of high employment or recession. In this regards, terms such as baby boomer and Generation X have been coined, and particular qualities have been generalized to these cohorts. Historical oppression, such as racism, sexism, heterosexism, and so on, may also be relevant for career counselling.

However, career counselors working from the perspective of the STF encourage individuals to elaborate their own stories and meaning around these environmental/societal influences. At a micro level, influences such as geographic location may be influential. For example, some suburbs are better serviced then others, and, in rural locations, there may be more employment for young men than for young women. In addition, socioeconomic influences may affect values, opportunity, and availability of role models. Thus it is important in career counselling that meanings associated with the environmental/societal system are explored as individual articulate their culture.

11.5 PSYCHOLOGICAL FOUNDATIONS

About the same time that Freud was laying the foundation for psychiatric counselling, the field psychology was making its own contribution. The discipline psychology was born when Willhelm Wundt found the first experimental laboratory in 1879. William James was intensely interested in the concepts of free will, consciousness, and adaptive functioning and believed humans to be creatures of conditions and action as well thought and reason. It is his ideas which are more relevant to the development of therapeutic counselling as a separate discipline.

Many other names associated with the development of psychology such as Stanley Hall who is the bridge between this new science and the field of education. The behaviourists led by J.B. Watson and B.F. Skinner also made significant contributions to the understanding and management of human behaviour through their experimental studies of reinforcement. A number of other experimental psychologists such as Max Wertheimer and Wolfgang Kohler approached things from quite a different perspective. Their research findings suggest that learning does not necessarily follow an orderly progression, sometimes sudden insights play a part, whereby a person conceptualizes the whole as greater than the sum of its elemental parts.

11.5.1 GUIDANCE

Guidance era started in the early part of the twentieth century. It was a time of significant social forces and individual development could be assisted, directed and more important guided. This awareness was especially evident in the field of education and the specialty of career guidance and new programme in vocational guidance emerged. Frank Parsons is often credited as the founder of the vocational guidance movement. He and his colleagues applied their new technology of

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testing and interviewing to help unemployed youth identify interests and abilities and find suitable work. Thus the vocational guidance field became respectable, enabling counselors to specialize in a particular aspects of human conflict. Several other influences during this time contributed to the development of counselling as a profession. These include,

a) The development of standardized testing as a means to measure aptitude, abilities and personality traits.
b) The evolution of vocational rehabilitation as a specialty to work with those who are disabled.
c) The creation of the first counselling services on college campuses.
d) The establishment of a comprehensive mental health system.

11.5.2 COUNSELLING

Carl Rogers emerged as a significant force in the field of counselling, changing previous thinking about the nature of the healing alliance. His client centered counselling became the theoretical focus of many counselor education programmes during the 1950s and 1960s. But in spite of the general acceptance of client centered counselling some concerns were emerging that questioned the nature of this approach and criticized its relevance for many client populations. The 1960s and early 1970s saw much change and refocusing in the counselling field.

Carkhuff and Berenson (1977) and Krumboltz (1966) were quite influential in challenging the field to move toward more Behaviouristic slant. Ellis and other combinative therapists and gestalt therapy, transactional analysis reality therapy and others joined the defection with their ideas and made an impact in the field. Carkhuff and

several collaborators imposed a systematic and generalist approach to the task of helping, and suggested that counselors must be skilled, reliable and capable of delivering effective levels of core counselling skills.

Contributors	**Contribution**
400 BC Hippocrates 400 BC Socrates	Classified types of mental illness Encouraged self-awareness as a form knowledge
350 BC Plato	Postulated human behaviour in terms internal states
350 BC Aristotle	Designed first rational psychology manage emotions
1675 Baruch Spinoza	Developed an integrative personality therapy
1800 Johannes Muller	Plotted physiology of Nervous system used hypnotic suggestion as therapy
1800 Anton Mesmer 1850 Johannes Muller	Scientifically studied hypnosis
1880 Stanley Hall	Began first child guidance clinic
1890 James Cattell	Coined the term mental tests
1910 Frank Parsons	Established field of vocational guidance
1920 J.L. Moreno	Invented Psychodrama
1950 Viktor Frankl	Introduced existential therapy
1950 Carl Rogers	Emphasized the importance relationship in counselling.
1960 Albert Ellis	Developed cognitive based therapy
1965 Fritz Perls	Popularized Gestalt therapy
1965 Robert Carkhuff	Researched the skill of helping
1965 John Krumboltz	Published theory of Behaviour counselling
1975 Helan Kaplan	Published classic work on sex counselling
1985 Rache Hare-Mustin	Represented Feminist approach to counselling
1990 Michael White	Developed narrative approached to counselling.

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Towards the end of the seventeenth century, counsellors started evincing interest in the individual differences among people. During the eighteenth and nineteenth centuries the study of individual differences received great impetus. The counselling programmes were initially focused on the school based employment tract. Now the trend has shifted, the trained counselors started focusing onto the therapeutic line than merely educational guidance. Many new counselors are targeting themselves as community counselors, mental health counselors, marital and family counselors. In today climate of managed care health insurance agencies and large employers are attempting to control costs associated with mental health treatment. Because of the cost effective and brief treatment approach counselling occupies a big role both in industrial and social set up.

The present day counselors are still using the core skills of practice that have been identified for some time but are also drawing heavily from other field. The emphasis is on approaches that are developmentally oriented and that use relatively short term strategies designed to reduce symptom, eliminate self-defeating behaviour, and increase self-esteem and self-management skills. The latest movement within the helping professions has been a drive toward greater integration of exiting research and theory into a coherent model the most practioners can follow. Another movement that is growing in its influence is the application of therapeutic counselling to diverse population.

In 1994 the Government of India set up the Central Bureau of Educational and Vocational Guidance and the Central Government came forward with programme of financial assistance to various states either to start or to expand their existing guidance bureau. During the

period of the second and third Five year plans there was a tremendous growth in the guidance movement in India resulting in the opening of new universities and hundreds of training colleges. The end of the Second World War brought in serious problems of rehabilitating the retrenched defense personnel. To render assistance to these ex-servicemen, the Government of India established employment exchanges. Vocational guidance sections were attached to employment exchanges.

Counselling has not yet come of age in India. The Family Planning Association of India offers counselling for family welfare. A number of private counselling centers have sprung up in recent times in metropolitan cities. The overall picture of counselling India is dismal as far as organized work and provision of professional service are concerned. As of present, there is no legislation for the certification of counselor and guidance workers in India. However, recently the Government of India, through its enactment –act No: 34 of 1992 established Rehabilitation Counsellors, which came into force on 31st July 1993.

Check Your Progress

Notes: a) Write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

1. Match the items given under psychological factors with their effects in the following

Psychological Factors	*Effects*
i) Motivation	a) Through physical and mental capacities
ii) Evaluation	b) Through child interests
iii) Maturation	c) Through use in everyday behaviour
iv) Pattern learning	d) though timely feedback.

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11.6 RESEARCH FOUNDATIONS OF COUNSELLORS

The foundations of the counselling profession are built on a history of ideas. Yet the origins of counselling have been constructed primarily form a systematic investigation process known as research. Research and the practice of counselling have been seen a two discrete functions within the same profession. Practitioners and scientists are generally viewed approaching a common problem from different directions. The practioner bases decisions about treatment on his or her experience and knowledge about what has been effective in previous clinical work. One of the most dominant models of effective practice in the field is one in which both research and clinical work are linked closely together.

11.6.1 COUNSELLING AND RESEARCH PROCESS

Both counselling and research processes seem different as night and day. Yet they are actually more alike. They include the following steps:

1) Systematic study of the context and background of the problem
2) Summary of what is known about the problem and what has been tried before to solve it
3) Functional definition of the problem so that it may be solved.
4) Generalization from the study of particular instances to a similar class of events.
5) Prediction of outcome and selection of actions based on their probability of success.
6) Evaluation of results
7) Inferences drawn and generalizations made to other situations.

11.6.2 RESEARCH FOR THE COUNSELLOR

There are three aspects of research that are important for the aspirant of therapeutic counselling. First is the terminology ad language of the

research field by which communication is possible with other professionals. Many terms such as hypothesis, variance and extraneous variables are used in everyday discussion. Second is knowledge of the classic studies for the field and their implications for clinical work. Counsellors must be capable of critical analysis of the various methodologies, procedures, conclusions of the research literature.

This will not only provide useful knowledge but will also train to think analytically, intentionally and systematically about problems. Third is the means to conduct systematic studies on topics that have professional meaning. Many practioners recognize ways to use applied descriptive research to help in their daily work. In addition the counselling skills, a good working knowledge of basic research skill is expected. An effective counselor should be able at the very minimum to pose good research questions, to use clear definition of terms, to understand sources of confusion and ambiguity and how they may be controlled to be aware of problems associated with observation and measurement, to be knowledge about the process of research and to be motivated to learn more about it throughout ones professional life.

11.6.3 THE IDENTITY OF COUNSELLING

There are tremendous disagreements regarding professional identity. There are psychiatrists, social workers, psychiatric nurses, psychologists, counselors and human service specialists all claiming that their training and abilities are superior to those of their colleagues. In spite of the divergences there is a central core, and essence of effective practice, regardless of how it is labeled.

The act of helping clients work through personal issues is best called therapeutic counselling, a term that distinguished counselling as a professional identity and therapeutic as the modality. The therapeutic aspect has to do with far more than merely providing information of

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facilitating decision making. It involves helping clients to personalize their decisions in such a way that they become part of them that their underlying feeling and thoughts are dealt with as well. The various professional groups and their specialization are given below.

Professionals	Nature of work
counsellors	Therapeutic interventions with relatively normal functioning clients who are experiencing adjustment reactions, developmental issues, and problems of daily living.
psychologists	Diagnosis, treatment and clinical management of persons with psycho-pathological symptoms and other several mental disturbances
Psychiatrists	Medical management of patients with clinically significant psychological problems. Use of medication, hospitalization and therapy of restore normal functioning.
Social workers	Social casework and therapy, to mediate relationships with social structure like schools, agencies and health care facilities.
Marital and family therapist	Systemic approach to diagnosing and treating problems in a family context. Extensive use of more active or directive interventions to realign family structures.

Counsellors often use of the same conceptual models and techniques as techniques as their counterparts who practice in other disciplines. Whether the enterprise is called counselling or psychotherapy, whether it is practiced by social workers, counselors, or

others, it shares a historical heritage and common goals. Each discipline reflects specialized skills and various professional competencies that overlap yet have distinctive components. For example, although clinical psychologists to counselling, their area of training and expertise is more centered on psycho diagnosis and psychotherapy and the management of clinically significant mental illness. Counsellors do not generally develop expertise in these areas as much as they specialize in brief treatment modalities with less disturbed individuals.

Check Your Progress

Notes: a) Write your answers in the space given below

b) Compare your answers with those given at end of the unit.

2. Classify the following statements as true or false.

i) Counsellors needs the help of career master and teacher in organizing guidance programme (T/F)

ii) The role of counsellor, career master and teacher are one and he same (T/F)

iii) The counsellor is not fully equipped to take up counselling cases in schools. (T/F)

iv) Career information centre in a school is to be maintained by the counselor only (T/F)

v) The teacher can relate his/her subject teaching to careers (T/F)

11.7 LEARNING PRINCIPLES

Learning occupies a very important place in our life. Most of what we do or do not do is influenced by what we learn and how we learn it. Learning, therefore, provides a key to the structure of our personality and behavior.

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11.7.1 DEFINITIONS OF LEARNING

The term learning covers every modification in behaviour to meet environmental requirements.

Henry P. Smith (1962):

Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience.

Woodworth (1945)

Any activity can called learning so far as it develops the individual (in any respect, good or bad) and makes him alter behaviour and experiences different from what they would otherwise have been.

The various definitions of learning comprise that:

i) Learning is a process and not a product

ii) It involves all those experiences and training of an individual (right form birth) which help him to produce changes in his behavior.

iii) Learning leads to changes in behaviour but this does not necessarily mean that these changes always bring about improvement or positive development. One has an equal chance to drift to the negative side of human personality.

iv) Instead of change in existing behaviour or acquisition of new behaviour, learning may also result in discontinuance or abandonment of existing behavior. Through it is referred to us unlearning, actually unlearning is also a learning process.

v) Learning prepares an individual for any adjustment and adaptation that may be necessary.

vi) Learning is purposeful and goal-oriented. In case there is no purpose, there would definitely be hardly any learning.

vii) The scope of learning is too wide to be explained in words. It is a very comprehensive process which covers nearly all fields – conative, cognitive and affective – of human behaviour.

viii) Learning is universal and continuous. Every creature that live, learns. Inhuman beings it is not restricted to any particular age, sex, race or culture. It is a continuous, never – ending process that extends from the womb to the tomb.

ix) As maintained by Crow and Crow, learning involves new way of doing things but there is no limit to adopting these ways and means. All learning does not take place in the same manner. Therefore, learning as a process is of different types of involves different methods.

x) As maintained by Hilgard, the concept of learning excludes changes in behaviour on the basis of native response tendencies like instincts and reflexes, etc. instinctive or species specific programmes cannot be termed as learned behaviour. Similarly, reflexes, the innate involuntary responses to stimulation e.g. blinking a bright lights and the infant's sucking behavior cannot be attributed to learning.

xi) Learning does not include changes in behaviour on account of maturation fatigue, illness, or drugs etc.

There is *nothing that any human being knows, or can do, that he has not learned*. This of course excludes natural body functions, such as breathing, as well as the reflexes, for example the involuntary closing of the eye when an object approaches it. But apart from that a human being knows nothing, or cannot do anything, that he has not learned. This implies that there is not necessarily anything wrong with a person who cannot do something. He does not necessarily suffer from a learning disability. He may simply not have learned it yet – and any

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person can learn almost anything, provided that he is taught according to viable learning principles.

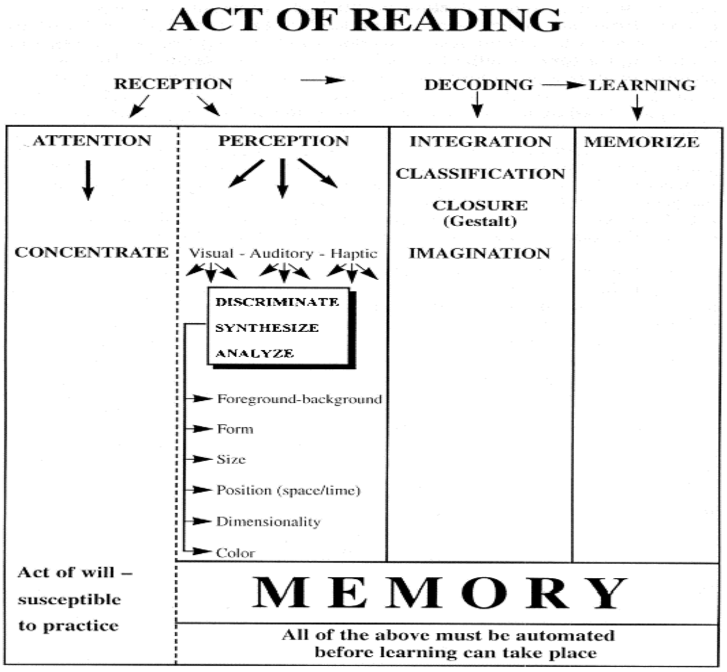
There are three viable – and universal – learning principles.

11.7.2 LEARNING IS A STRATIFIED PROCESS

The first learning principle is that *human learning does not take place on a single level, but is a stratified process.* This characteristic is worldwide accepted as a didactic principle. The way in which the school system throughout the whole world is organized is an acknowledgement of this. One cannot send a child to university first. He must start in the first class and then progress year after year to the higher levels of education. Unless he has mastered a sufficient amount of the knowledge to form a firm enough base on which to build the knowledge of the following year, he will not make progress in the next class.

Another simple and practical example is the fact that one has to learn to count before it becomes possible to learn to add and subtract. Suppose one tried to teach a child, who had not yet learned to count, to add and subtract. This would be quite impossible, and no amount of effort would ever succeed in teaching the child to add and subtract. This shows that counting is a skill that must be mastered before it becomes possible to learn to do calculations.

This means that there is a sequence that is to be observed in teaching. Certain things have to be taught first, before it becomes possible to teach other things. The main objective is to practice and automatize the skills that underlie reading, spelling, writing, mathematics, and the learning of subject matter. A schematic diagram of the act of reading is presented below, as well as a detailed explanation of the diagram.



The reading process can be divided into three steps: *Reception, decoding and learning.*

11.7.3 Reception

There are many factors involved in the reception of the written word. The first is that a person must be able to focus his attention on the written word and to keep his attention on it for some length of time. This is called concentration. Concentration rests on two leg. First, it us an act of will and cannot take place automatically. The will to focus attention on the written word must be sustained in order to carry out all the actions needed to fully comprehend it. Second, it is also a skill, and therefore has to be taught.

The next step in receiving the written word is that it must be perceived. In other words, perception must take place. Before one can read or learn anything, one has to become aware of it through one of the senses. Usually one has to hear or see it. Subsequently one has to interpret whatever one has seen or heard. In essence then, perception

means interpretation. Of course, lack of experience may cause a person to be liable to misinterpretation of what he has seen or heard.

Perception in itself consists of a large number of sub skills that can all be automatized. There are various ways of perceptualizing, namely visual, auditory and haptic. The latter includes touch perception and kinesthetic perception. Because we read with our eyes, visual perception plays the most important role in the reading act.

When a person is reading, visual discrimination must take place. All printed letters are set against a certain background. The most important difference between the letters and the background is that they differ in color. Obviously, the first discrimination will thus be in terms of color. The second discrimination is in terms of foreground-background. The particular letter, or word, or sentence, that the reader is focused on is elevated to the level of foreground, whereas everything else within the field of vision of the reader (the rest of the page and the book, the desk on which the book is resting, the section of the floor and /or wall that is visible, etc.) is relegated to the background. Our Latin alphabet consist of 26 letters, each with its corresponding capital letters with a difference in size and sometimes in shape compared to the lower case counterpart. The letters all differ in form or shape and must be discriminated accordingly. Capital letters sometimes look exactly the same as their lower case counterparts, and must therefore be discriminated mainly with regard to size. One also does not only read letters, but thoughts, all complied from a conglomeration of words. A word is made up of a number of letters arranged in a particular sequence. The reader must therefore be able to discriminate the letters in terms of their positions. If a sketch or picture is included in the text, there must be discrimination or dimensionality as well.

After having discriminated every letter in terms of color, foreground and background, form, size and position, letter must be combined into words. The reader must be able to perceive individual parts as a whole. In other words, he must be able to synthesize. Although the ability to analyze, i.e. to perceive the whole in its individual parts, does play a role in reading, this ability is of special importance in spelling. To be a good speller, one must be able to analyze. The above events sound very complex, and indeed must be recognized as being just that. In reality they take place all the time ---- at lightning speed—while a person is reading, but a good reader is unaware of these events because they have been automatized. It can be compared to a Spaniard speaking Spanish while doing other things because his knowledge of the language has been automatized through regular practice and usage. While speaking, he is not concentrating on grammar, word order, sentence structure, and things like that, but on the contents of what he wants to say. This is only possible because his language has become automatized.

11.7.4 Decoding

When a person attempts to speak a language that has not become automatic yet, he will necessarily have to divide his attention between the content of his message and the language itself. He will therefore speak haltingly and with great difficulty-just as a person, in whom the above –mentioned foundational skills of reading have not yet become automatized, also reads haltingly and with great difficulty. The poor reader is forced to apply all his concentration to the reception of the written word, and therefore has “no concentration left” to decode it. Every little piece of butter can only be spread on a certain size of bread.

Decoding is very important aspect of the reading act. Without being able to decode the written word, the reader cannot understand it.

This explains why some children can "read" without understanding what they are reading.

Decoding implies that the reader is able to decipher the written word, in other words, he is able to ascribe meaning to it. This becomes possible first by integrating what he is reading with his foreknowledge. Foreknowledge can be defined as the range of one's exiting knowledge and past experiences.

The Gestalt principle of closure means that the mind is able to derive meaning from objects or pictures that are not perceived in full. I-m-s-re-th-t-y—w-ll-b-ble to and und-rsta-d the-s s-ntenc- (I am sure that you will be able to understand this sentence), although more than 25 percent of the letters have been omitted. The mind is quite able to bridge the gaps that were left in the sentence. The idea of closure is, however, more than just seeing parts of a word and amplifying them. It also entails the amplification of the author's message. No author can put all his thoughts into words. This stresses the importance of foreknowledge. If it were possible for an author to put everything related to the subject he is dealing with on paper, foreknowledge would have been unnecessary. That, however, is impossible, as an author can at most present us with a very limited cross-section of reality and the reader must be able to expand this before comprehension becomes possible.

Lastly, imagination plays a role in decoding. While one is reading, one is also picturing the objects and ideas symbolized by the words, should the author describe a beautiful landscape, and one would actually picture this in the mind's eye. One does not merely see the pictures called to mind by the respective words, one also sees the scene. This plays a very important role in decoding the written word.

Furthermore, by using one's imagination while reading, one's emotions can be addressed during the reading act.

11.7.5 Learning

Only after a person has decoded the written word learning can take place. To learn, a person must be able to store something that he has perceived and decoded, so that he will be able to recall this information at a later stage. The ability to recall to memory or to remember, makes learning possible.

Memory is one of the foundational skills of learning which is of special importance in the so-called learning subjects at school or university, where information is presented to the learner, and it is expected that he be able to reproduce it as accurately as possible. However, memory is a skill that is also of great importance to the reading act. For example, recognizing the shapes of the different letters comprising a particular word is an act of memory. Every word also consists of letters in a particular sequence, and one has to remember what word is represented by the sequence of letters in question.

11.7.6 A "PYRAMID OF RECEPTITION" HAS TO BE CONSTRUCTED

The importance of recepetition in the learning situation cannot be denied. There is not a single person on this earth who learned to speak a language, learned to swim, skate, play golf, or drive a car, without repetition. In the same way, neither the skills, foundational to reading, nor reading itself, can be learned without repetition.

In recent years, neuroscientists have discovered that repetition is important in the "wiring" of a person's brain, i.e. the forming of connections or synapses between the brain cells. Without these connections, the brain cells are as useless as batteries standing in a row

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next to a torch. Only when the batteries and torch are connected, they can make a shining light.

Mere recepetition, however, is not the end of the story. A "pyramid of recepetition" has to be constructed. This means that a learner must start by repeating a limited amount of material many times over and over. Gradually, less and less repetition will be necessary to master new skills and new knowledge. Without building this "pyramid of repetition" first, later learning will always be time consuming and prone to failure.

11.7.7 OPPORTUNITIES FOR APPLICATION

The third principle is that there must be opportunities for application. While a person is learning to master the skills that form the basis of reading and mathematics, he should already be given opportunities to apply these skills. An important point is that these three principles should be looked upon as a whole and should not be viewed in isolation.

Check Your Progress:

Notes: a) Write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

3. Write your answers in the space below

i) Define learning

…………………………………………………………………………………..

ii) Write the three steps of reading process

…………………………………………………………………………………

11.8 LET US SUM UP

To deal effectively with behaviour problems a teacher most understand the functions of guidance and counselling. In this unit we have discussed the research foundations of counsellor. We have also discussed learning principles. Learning was recognized as changes in behaviour through experience. Learning process requires both intellectual and physical aspects of one's personality. To facilitate classroom learning, certain psychological, philosophical and sociological foundations must also be considered.

11.9 UNIT END EXERCISES

1. What are the qualities of a counsellor?
2. How counsellor helps in self-actualization?
3. Learning is a stratified process- Discuss?
4. Why do we need foundations of guidance and counselling?

11.10 ANSWERS TO CHECK YOUR PROGRESS

1. i) d ii) c iii) a iv) b

2. i) T ii) F iii) F iv) F v) T

3. i) Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience.

ii) Reception ii) Decoding and iii) Learning

11.11 SUGGESTED READINGS

- Corey, M. S., & Corey, G. C. (2015). Becoming a helper (7th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Kottler, J. A., & Shepard, D. S. (2015). Introduction to counselling: Voices from the field (8th ed.). Belmont, CA: Thomson Brooks/Cole.
- Gibson, R. L., & Mitchell, M. (2007). Introduction to counselling and guidance (7th ed.). Upper Saddle River, NJ: Prentice Hall.

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UNIT XII

COUNSELLOR

Structure

12.1 INTRODUCTION

Counselling service is considered to as be the most fundamental part of the guidance process. The purpose of it is to assist the students in the process of all round development. It provides an opportunity to the individual to discuss their plans and problems with a professional or counsellor in a conducive environment. The process ultimately makes a person capable of self-directed and self-sufficient. This service can be

practiced only by a counsellor. A detailed description of the role of counsellor and counselling techniques are described in unit 4 "The Counsellor".

12.2 OBJECTIVES

After going through this unit, you should be able to

- Define the counsellor
- Explain the various functions of a guidance workers
- Enumerate different counselling activities in accordance to the student needs

12.3 PERSONAL GROWTH AND EFFECTIVENESS

For a guidance program to be successful, teachers, administrators, parents, and pupils need to understand the role of guidance staff members. Counsellors should be aware of the special contributions of others, particularly teachers and other pupil personnel workers. Unfortunately, there is considerable confusion about roles, and even wide differences of opinion among counsellors. The same difficulty surrounds the guidance of other pupil personnel workers, teachers, administrators, pupils, parents, and community members. Specific functions may vary with local needs, but all have a part to play if the program is to be successful. Roles need to be explicitly stated and agreed upon.

Role statements provide a general explanation of what counsellors and other pupil personnel workers do, summarizing the general types of service they provide. Goals and objectives are aims based on need of the target population. The guidance program provides strategies for determining these goals and objectives and for the delivery of services. Roles, therefore, serve as guidelines in determining both what will be done and how it will be carried out. Since, for example, counsellors are competent to help pupils improve

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communication skills, an objective could be communications training; implementation could involve a strategy of group interaction.

12.3.2 Attitudes

One of the vital components of counselling is the attitude of the counselor. Some attitudes, such as being closed to new experiences, can impede the counselling process. Other attitudes, such as openness to learning, can be valuable to the counselling process. One of the goals of Advanced Practicum is to help develop these counselor attitudes which enhance counselling and to help Advanced Practicum students inhibit those counselor attitudes which detract from good counselling.

Check Your Progress

Notes a) Write your answers in the space given below

b) Compare your answers with those given at end of the unit.

1. Match the following

Service	*Purpose*
a) Counselling	Bridge the gap between home and school
b) Placement	Aware of various career options open to him
c) Orientation	obtaining suitable jobs
d) Occupational information	to self-understanding and self-direct oneself fellow up.

2. List out any two counselling service activities that need to be conducted at the high/higher secondary (+2) level.

…………………………………………………………………………….

The counselor attitudes of particular relevance to effective counselling fall into five categories:

- *Openness toward self* – Willingness to learn, try new things, and to see alternatives.

- *Openness toward clients* – Viewing them as individuals seeking assistance, as complex individuals who are not helpless, and as partners in the process.

- *Openness toward colleagues* – Viewing them as colleagues, not competitors, with experiences and ideas that are valuable.

- *Openness toward supervisors* – Viewing them as colleagues with unique and relevant experiences.

- *Openness toward counselling* – The counselling process is often a developing, evolving process wherein the client's skills and resources are developed. The counselor does not solve the problem, but offers alternatives and teaches/facilitates the client's problem-solving process.

The following expected behaviors are intended to facilitate the development of appropriate counselor attitudes. Students are expected to:

1. Actively and openly explore, with the supervisor and the Advanced Practicum group, anxieties and expectations concerning the training experience at UCCS.
2. Recognize colleagues and supervisors as resources to help with hypothesis-building, test selection, process and outcome goal discussions, and as people with whom to share feedback about methods of achieving goals.
3. Consult with supervisors to discover resources which may be helpful to the counselor and to the client.
4. Share special knowledge and experience within the setting of the Advanced Practicum group, such as bringing in theories (personality development, vocational choice, etc.), ideas, articles, and experiences that would benefit others in their progress as counselling psychologists.

5. Become knowledgeable about the various professional organizations and attend some of the meetings of local groups, sharing these experiences and information.
6. Initiate support for all group supervision members, including the supervisor; give constructive feedback and share thoughts and feelings with each other in group supervision.
7. In an effort to learn, practice, and strengthen positive interaction skills in group supervision:
   (a) Learn to utilize basic empathy skills within the group--both about the interviews and about the process of the Advanced Practicum supervisory group;
   (b) Apply listening and feedback skills within the group-both regarding the interviews and as well as the process of the Advanced Practicum group;
   (c) Utilize helpful self-disclosure;
   (d) Know and demonstrate the difference between "do it my way" and "this has been my experience";
   (e) Participate actively within the group, contributing to group solidarity and reducing competition;
   (f) Demonstrate an understanding of individual differences, an appreciation for those differences, and an ability to take a stand for one's position in a positive way.
8. Identify, with the supervisor's assistance, personal verbal and non-verbal mannerisms, which either enhance or detract from counselling effectiveness.
9. Identify personal discomforts or anxieties generated by interview content and particular counselor techniques (e.g., dealing with "personal" material, probing, and confronting).

Acknowledge types of problems beyond one's present capability or which conflict with personal values or comfort level. Accept that the Advanced Practicum experience generates tensions and anxieties, which need to be worked through with the help of the supervisor, other students, and/or other senior staff.

10. Differentiate counselling from advising, and both of these from casual conversation. Learn that all three of these modes of interaction have a place in counselling and that different cues exist for the initiation of each. As needed, identify new behaviors required to participate in these different modes of interaction and work at acquiring the identified behaviors.

12.3.3 Values

It is not respectful to impose personal beliefs and values upon clients. It is the counsellor's role to accept the client for who they are and where they currently are in their life. Geldard and Geldard (2005) emphasize that when a counsellor's values are imposed on an individual, they tend to react by rejecting those values without consideration and withdrawing from counselling.

12.3.4 Beliefs

An involuntary client, who is unable to physically withdraw from counselling, may withdraw emotionally, and become unmotivated to accept the counsellor's suggestions. Imposing one's values upon the client is indicative of judgement. Paradoxically, when therapists accept the client for the person they are regardless of their values, over time, the client's values tend to grow closer to the values of the counsellor, as counsellors do become role models for their clients.

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12.3.5 Relationship

Each individual has particular boundaries to protect their privacy as an individual. They can shift and change depending upon the situation or with whom we are interacting at the time.

For example, when beginning a new job, our interactions with our colleagues mostly focus on our previous work experience, as we become more familiar with our environment we reveal more personal information about ourselves, such as our families, hobbies and week-end activities. Not until relationships have proven the test of time, do we begin to trust our colleagues to speak about personal or family problems. It is the opposite in a client-counsellor relationship.

The client-counsellor relationship is unique because it begins with the client entering into counselling with the expectation that they will find a safe environment where their interests are given the utmost consideration by the counsellor; where they can find assistance to work through their problems and trust their counsellor to have their best interests at heart.

The client-counsellor relationship is not an equal relationship. Geldard & Geldard (2005) explain that regardless of how much effort a counsellor puts into making the relationship equal, the counsellor will inevitably be in a position of power and influence.

Inevitably the relationship can develop real closeness as the client shares their innermost and personal thoughts. While counsellors learn to be compassionate and empathic, their unique client-counsellor relationship can become closer than is appropriate for the professional relationship.

12.3.6 Self-Esteem

Our esteem needs involve the desire to feel good about ourselves. According to Maslow, esteem needs include two components. The first involves feeling self-confidence and feeling good about oneself. The second component involves feeling valued by others; that is, feeling that our achievements and contributions have been recognized by other people. When people's esteem needs are met, they feel confident and see their contributions and achievements as valuable and important. However, when their esteem needs are not met, they may experience what psychologist Alfred Adler called "feelings of inferiority."

12.3.7 Openness to other

Openness to others is one of the domains which are used to describe human personality in the Five Factor Model. Openness involves five facets, or dimensions, including active imagination (fantasy), aesthetic sensitivity, attentiveness to inner feelings, preference for variety, and intellectual curiosity. A great deal of psychometric research has demonstrated that these facets or qualities are significantly correlated. Thus, openness can be viewed as a global personality trait consisting of a set of specific traits, habits, and tendencies that cluster together.

Openness tends to be normally distributed with a small number of individuals scoring extremely high or low on the trait, and most people scoring moderately. People who score low on openness are considered to be closed to experience. They tend to be conventional and traditional in their outlook and behavior. They prefer familiar routines to new experiences, and generally have a narrower range of interests. Openness has moderate positive relationships with creativity, intelligence and knowledge. Openness is related to the psychological

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trait of absorption, and like absorption has a modest relationship to individual differences in hypnotic susceptibility.

Openness has more modest relationships with aspects of subjective well-being than other Five Factor Model personality traits. On the whole openness appears to be largely unrelated to symptoms of mental disorders.

12.4 Accepting personal responsibility

Accepting responsibility has two basic components. Let's discuss the first one, accepting personal responsibility – which is taking ownership of your own behavior and the consequences of that behavior. Until you accept responsibility for your actions or failures, it'll be very difficult for you to develop self-respect or even have the respect of others.

It's a simple truth that all human beings (young and old alike) make mistakes and poor choices. The same goes for when we fail to act when we know we should. There are times when we all look the other way when we know the right thing to do is to take helpful action. So, you should first understand one thing – you're not the first person (nor will you be the last) who has fallen short in the personal behavior department from time to time.

The second component of accepting responsibility is indirect responsibility. It involves moving beyond yourself and taking action to help people or situations around you that call for assistance. While this component – indirect responsibility – may not rise to the level of personal responsibility, it does reveal something about your character and the type of person you are. Clearly, there are many people who'll walk right by the person who is down in the street, or down on his luck. However, there are others—thank goodness--

who'll quickly stop and try to help. It's not hard to determine which of these two actions the most responsible choice is.

The real difference between being responsible and being irresponsible is an indication of how effectively we're managing our lives when the opportunity to make a good or bad choice presents itself. Accepting responsibility – both personal and indirect responsibility – is one of the most important factors in defining a person's true character. When that responsible moment comes, what you do – or don't do – is an indication of the type of person you really are.

- Acknowledging that you are solely responsible for the choices in your life.
- Accepting that you are responsible for what you choose to feel or think.
- Accepting that you choose the direction for your life.
- Accepting that you cannot blame others for the choices you have made.
- Recognizing that you are your best cheerleader; it is not reasonable or healthy for you to depend on others to make you feel good about yourself.
- Recognizing that as you enter adulthood and maturity, you determine how your self-esteem will develop.
- Taking preventive health oriented steps of structuring your life with time management, stress management, confronting fears, and burnout prevention.
- Taking an honest inventory of your strengths, abilities, talents, virtues, and positive points.

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12.5 Realistic levels of aspiration

The level at which a person sets his significant goals; the level of performance to which he aspires. An individual's aspiration level has an important bearing on his personality and adjustment. It is a basic component of his self-image, the way he appears in his own eyes. Generally speaking, most normal individuals have been found to set their significant goals just a little higher than they are sure of attaining.

There may be an element of self-flattery in this tendency, but it is considered healthy since it is a sign of self-acceptance and self-confidence. Relatively high goals also act as a motivating force, since they give us something to reach for. Nevertheless, the level must remain within reasonable limits, as Coleman has pointed out: "Well-adjusted people tend to have a reasonably accurate evaluation of themselves in relation to their world and hence a fairly realistic level of aspiration. Maladjusted people, on the other hand, tend to be unrealistic—to set their aspirations either too high or too low—leading to inevitable failure or to wasted opportunities and, in either case, to unhappiness." (Coleman, 1964).

Level of aspiration is a universal feature of personality, but it appears to be particularly relevant in a society like our own in which the pressure to achieve is so great and feelings of success and failure so crucial. Too often parents set goals for their children on the basis of their own ambitions, with little regard to the young person's own capabilities or realistic appraisal of himself. They also tend to be over influenced by comparisons with other people's children, or interpret too rigidly the "growth gradients" they find in textbooks. Some parents develop feelings of rejection toward their children when they are not measuring up even during infancy or early childhood, and in some

environments it is not unusual for a father or mother to warn a third-grader that he won't get into a "good" college unless he studies harder.

12.6 Self-Actualization

Self-actualization refers to feeling fulfilled, or feeling that we are living up to our potential. One unique feature of self-actualization is that it looks different for everyone. For one person, self-actualization might involve helping others; for another person, it might involve achievements in an artistic or creative field. Essentially, self-actualization means feeling that we are doing what we feel we are meant to do. According to Maslow, achieving self-actualization is relatively rare, and his examples of famous self-actualized individuals include Abraham Lincoln, Albert Einstein, and Mother Teresa.

12.7 Portrait a helper and a trainee.

Sometimes the term 'helper' is used as a generic term to cover all those engaged in using counselling and helping skills, whether they are counselling and psychotherapy professionals or not. However, increasingly the professionalization of counselling and psychotherapy makes such usage inaccurate. Here the term 'helper' is used in a more restricted sense to include all those people who offer counselling skills to other people, yet who are not qualified and accredited counsellors, psychotherapists or their equivalent.

The goals of helpers can both overlap with, yet differ from, those of counsellors. The primary purpose of counselling and psychotherapy is to help clients address psychological issues in their lives, for example becoming less depressed or anxious, and to work through decisions and crises that have a distinct psychological dimension to them. Sometimes such psychological issues are central to helping. On other occasions, helpers use counselling skills to assist

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people to achieve goals where the overt psychological dimensions may appear secondary, if not irrelevant, to the recipients of the services. Some examples of this almost covert application of counselling skills would include the offering of pregnancy advice or spiritual assistance

12.8 LET US SUM UP

In this unit we have discussed guidance can be imparted individually as well as in groups. Group guidance includes those activities of guidance which are carried out in a group situation. We also have discussed personal growth and effectiveness.

Group guidance activities cannot be taken as a substitute for individual counselling. Rather both work a complementary to each other. Certain problems are faced by the counselor while organizing group activities like lack of co-operation as the part of teachers and the administration. These can be overcome if carefully planned and they are made to utilize the role of such activities in improving the school situation.

12.9 Unit – End Exercises

1. What are the qualities of a counselor?
2. Discuss the Realistic levels of aspiration.
3. Describe the detailed account of the role of Guidance workers.

12.10 Answer to Check your Progress

1. Purpose

   c) d) b) a)

12.11 Suggested Readings

- Corey, M. S., & Corey, G. C. (2015). Becoming a helper (7th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

- Kottler, J. A., & Shepard, D. S. (2015). Introduction to counselling: Voices from the field (8th ed.). Belmont, CA: Thomson Brooks/Cole.
- Gibson, R. L., & Mitchell, M. (2007). Introduction to counselling and guidance (7th ed.). Upper Saddle River, NJ: Prentice Hall.

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UNIT XIII

APPROACHES TO COUNSELLING

Structures

13.1 INTRODUCTION

In this unit we shall discuss the theoretical approaches to counselling developmental counselling, client-centered counselling and a behavioural counselling.

Counselling is in many ways a synthesis of approaches from related movements such as social casework, psychometrics, clinical psychology and psychotherapy. Although human difficulties appear to lay in specific areas. For example vocational, personal or marital difficulties, it is people who need help. Consequently the person, not the problem, is the main focus of the counselling process. The applies even when the counselor is using a behavioural approach, which is specifically problem centered.

To work effectively to help a person it is important that the counselor should analyze what is happening in the counselling sessions. The theories upon which approach to counselling is based on to offer the conceptual tools and provide a frame work for this thinking. Although theories provide a framework, this does not imply that they are rigid and inflexible; they are working assumptions which offer provisional way of analyzing and organizing evidence in as such for something better. Theory helps to explain, predict, evaluate and improve what happens in the counselling relationship and to answer questions such as ‘What is happening now?” ‘What accounts for this?’ using the particular theoretical orientation with its underlying philosophical implications, each counselor attempts to answer these questions with her own unique yet limited perception. Work on a

satisfactory general theory of counselling is being done by Egan and by Carkhuff in his work on helping through human relationships.

13.2 OBJECTIVES

After going through this unit, you will be able to:

- Explain the theoretical approaches to counselling
- List the various theories of counselling
- Describe the types of counselling
- Explain the cognitive behavioural therapy

13.3 THEORETICAL APPROACHES

Theories of counselling are drawn from a number of school or approaches and although they differ in emphases, they all acknowledge acceptance, rapport, the need of support, some limits and the professional status of the counselor.

It is possible to trace two historical bases for counselling theory, one depending on psychoanalytic principles and emphasizing the emotional 'feeling' aspects of personality and the other on learning theory, concentrating on relearning some adaptive ways of behaviour in response to the demands of life. Some writers such a Barclay trace learning theory back to psychoanalytic thinking.

It has been suggested that there are three elements which are either explicit or implied in all systems of psychotherapy or counselling: a theory of personality, a social philosophy concerning the relationship of individual to society and a body of therapeutic skill which influence behaviour.

American writers vary in their approach to the problem of delineating the differences between counselling and psychotherapy. Some suggest that they are viewed a s overlapping areas of professional competence, counselling being characteristically short term,

educational supportive, situational, problem-solving, with emphasis on conscious awareness and the normal people, while psychotherapy is long term, supportive an deconstructive; it has a focus on the unconscious and an emphasis on 'neurotics' or other severe emotional problems. The scope of both counselling and psychotherapy and be subsumed under the framework of therapeutic psychology and the distinctions between them often seem to be quantitative as opposed to qualitative.

In the area of personal problems counselling and psychotherapy are most nearly synonymous.

What is most likely to trigger the request for a counselling appointment is unhappiness or dissatisfaction with the course one's life is taking. These may be feelings of boredom and general meaninglessness. There is likely to be anxiety, along with vague or well-defined fears about the soundness of one's own personality. The treatment given to persons in such states of mind has frequently been labeled psychotherapy: it is in such cases that therapy and counselling are indistinguishable. Most of the controversy that has arisen… over whether there is or is not such a distinction can be resolved if we think in terms of what a counselor is eligible to do.

What a counselor should be equipped, if he is to serve clients of this sort well, are some tools that will enable him to make visible in its main outlines the present patterns of a person's life and the possibilities this pattern provides for future development. Whether, members of the professions giving such assistance decide to label such tools 'counselling; or 'therapy' is not really a very important matter.

The theoretical orientation of the counselor may well have some influence on whether she calls her work counselling or psychotherapy. Some people working in student counselling base their approach on an

analytically oriented theory and frequently refer to their work in the Student Counselling Service as psychotherapy.

A thought-provoking comment suggest that

It maybe, however that we no longer need to worry about what counselling is, or what psychotherapy is, or if and how they differ. There has been increasingly recognition that counselling or psychotherapy is not enough. It will not solve all our social problems. It is not applicable to many people, at least as presently practiced or, more accurately, in the hands of our present practitioners.

There are several personality theories which have useful implications for counselling.

1. Psychoanalytic theory
2. Self-theory
3. Trait theory
4. Field theory
5. Behaviouristric Learning Theory

Not all these are applicable to the present approaches to counselling in this country, but they are worth a mention, since no theory has been found as yet to explain completely the process of counselling. Some of the main points of each theory are suggested below.

13.3.1 PSYCHONALYTIC THEORY

The ‘talking cure’, first used extensively by Freud, forms the basis of the counselling relationship for all the approaches, although they vary in the way in which they use it.

The psychoanalytic concepts of level of awareness are significant for the ‘dynamic’ approaches to counselling, though not for the behaviourist or learning theory approaches which place no value on the concept of ‘depth’ of the unconscious. Both use the conscious level

of awareness consisting of those ideas of which the person is at present aware and both utilize the preconscious ideas which, although not in the individual's present awareness, can be recalled. Although Freud on behaviour, the behaviourists prefer to think that the explanations of and solutions to human problems are to be found within the perceptual capabilities of the individual without recourse to the depths of personality.

The Neo-Freudian theorists, Adler, Honey, From and Harry Stack Sullivan in American have moved away from traditional Freudian theory in so far as it postulates a personality based on a biological drive concept, mainly sexual in nature, the satisfaction of which is the goal to which all behaviour is directed. From the Neo-Freudians, personality is a social product 'processing needs which arise as much from the individual's society as from his biological', whilst the American approach is sociological in the sense of approaching human problems and conflicts as social ones, European practice seems to have retained the biological individual approach: 'in Europe. The approach is not only predominantly biological, but, under the influence of Melanie klein and others, increasingly so'. The scientist's social background and his culture influence psychological theories but although the American approach is having an increasingly active influence or European psychology, the interest is selective rather than complete. For example, Britain has been interested in behaviourist theory but accepted it from Pavlov rather than from Watson; the Neo-Freudians Horny and from have proved to be almost scientific best-sellers here-but were read by the intelligent layman rather than the analyst or psychiatrist.

The American approach to counselling in education may be added to this list of increasingly active interests from across the

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Atlantic, for 'the genera' acceptability of a scientific theory is not wholly dependent upon its validity as a science, because history shows that its relevance to the contemporary situation and the degree to which it conforms to the contemporary approach are equally important. In a world which increasingly sees all human problems are social problems, psychoanalysis as a method of treatment may well fall into desuetude, not because if does not work, but simply because it is inapplicable to the problems of the days'.

The use of a modern analytical approach to counselling in England is well described by Ellen Noonan in a recent book on different counselling styles.

13.3.2 SELF THEORY

Self-theories as much newer in counselling and psychotherapy than analytic theories. Carl Rogers is credited with having collected the most systematic assumptions and constructs on self-theory and is recognized for his application of the theory to counselling and psychotherapy in this client-centered or non-directive therapy, recently re-named experimental therapy. This is one of the main theories taught in the departments of counselor education in American universities and it is one of the main approaches to counselling in American schools.

It also has a strong emphasis in several such courses in English universities, although it is only one of the theories which are studied. It seems particularly appropriate for counselling in education because it was initially developed whilst Rogers, a psychologist, was Director of the Child Guidance Clinic at Rochester, in New York State. He observed that certain administrative structures and policies in school and colleges prevent maladjustment, while others contribute to it. It is important to know how to prevent maladjustment in schools and

homes, in addition to knowing how to treat it. Rogers stressed the need for more concern with the teaching of reading to prevent the costly effect of reading disability, as well as emphasizing the psychological, social and economic loss which results from wrong vocational choices and the consequent need for education about vocations and course choice.

Client-centered counselling derives from its time and its cultural setting, but Rogers acknowledge its debt to the appreciation of unconscious striving and the complex emotional nature of man contributed by Freud: to the therapy of Otta Rank; to the scientific method of psychology, which submits all hypotheses to a process of objective verification or disproof; and to Gestalt psychology for its relationship of the cluster, or various phenomena which made up the individual, to the whole, Rogers suggests that this approach is rooted in the education, social and political philosophy of American culture, though he does believe that behaviour in the counselling relationship transcends to some extent the limitations of influences of a specific culture. To this list, Barclay adds the antecedents of liberal Christian theology, existentialism and phenomenology. Carl Rogers is in some ways the Martin Luther of psychotherapy, not philosophically or temperamentally, but in the sense of that he has challenged the dogma and extended the scope of participation in the work to make it available to a much wider range of people. Counselling is not the appropriate approach to the problems of all children or all parents, but it is one significant method of dealing with adjustment problems.

Adjustment begs the question 'adjustment to what'? but used in the context of self-theory is signified a person who is acting in accord with his self-concept, which is learned progressively form birth. When a person's awareness and experience are closely matched his behaviour

may be described as congruent. Where there is incongruence between a person's awareness and his experience. If he is aware of trying to communicate a feeling of love but experiences hostility his communication is defensively distorted. The implication for counselling is that the communications of both counselor and clients should aim at a state of congruence.

A further assumption of client-centered counselling is that the individual's reality is that which he perceives, and external events are only significant in so far as the person experiences them as meaningful. Thus the counselor must try to work from the client's 'internal frame of reference' if she is to accept his feeling and attitudes. The most significant therapeutic element in this view of counselling is the emotional quality of the relationship.

Information, diagnosis, historical understandings are all secondary to the climate created by the counsellor through her sincerity, warmth, acceptance and sensitive empathic understanding. The client is believed to have the capacity and motivation to solve his own problems and it is suggested that these will emerge in the freedom and safety of the counselling relationship.

Although Roger's early work was with children, adolescents and families he later moved from the Child Guidance field it not the academic world, constantly researching the results of his counselling and revising his theory. Since then the scope of client-centered work has extended into hospitals and Rogers's present position is probably to be found in this comment on schizophrenia.

What does the word schizophrenic mean to me? To the extent that hat it has any definite meaning at all, it means that there is a person who is highly sensitive to his own inner experience and also to

interpersonal relationships with others, who has been so defeated and traumatized in endeavoring to make use of his sensitivities that he has retreated both from his own experiencing and from any real contact with others. In addition to his fairly basic understanding, the work schizophrenic also means that anyone whose behaviour is deviant and who cannot easily be understood is tossed in this all-encompassing basket. Subsequently Rogers concentrated his attention on encounter group work and then on relationship between couples. Carl Rogers work on Personal Power, focuses on the power residing in individuals rather than in traditional areas and the effect that people who are aware of their own power can have politically, in systems, institutions and societies.

13.3.3 TRAIT THEORY

The trait and factor theorists see personality as a collection of interdependent factors, abilities, attitudes, interests and value as temperament together with social traits. This approaches mainly used by counsellors working with educational and vocational problems, in which some prediction of success in school or job is of value, rather than by the therapeutic counsellor concerned more with feelings which have become debilitating. It is in this theory that the influence of psychometrics on counselling is greatest.

Williamson regards it as equally unfortunate to underemphasize the rational aspects of the counselling situation as it is to under stress the emotional, or believes that counselling should help people to learn to think logically and constructively about themselves, their relationship and their situation. He is an exponent of the directive counselling approach, which because of its emphasis on learning, the collection of information, diagnosis, prognosis, counselling and follow-up within a caring relationship and his view that counselling and

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discipline are not incompatible seems to offer a way of counselling appropriate to the dual role or teacher / counsellor which other approaches do not offer so readily.

Cattell's factorial work on the organization of personality, and Allport's psychology of the individual have both contributed to this approach to counselling; indeed it is perhaps more appropriate term this as an approach to counselling rather than a theory of personality.

13.3.4 FIELD THEORY

Any theory of personality wide enough to encompass the vital aspects of man's behaviour was recognized by Kurt Lewin as one which would be multidimensional. Field theory revived the concept of man as a complex energy field, as set of forces operating in conjunction with an environment which is also as set of forces, Lewin's work on group dynamics, social conflicts and reeducation has particular relevance for counselling. Gestalt psychology, another approach to field theory, has made two main contributions to counselling theory through Gestalt therapy which applied the principles of Gestalt psychology to psychotherapy. One contribution is the principle of the organization of perception and the other is the 'phenomenon of insightful learning'.

The implications of these principles are that a person in a dis-organized state will organize his perceptions as completely as possible to reduce the tension. Behaviour is construed as a primary function of the person's present perceptions and it is therefore important first to understand a person in terms of his own unique perception or his phenomenological field, not in terms of his past history, as in the psychoanalytic approach, nor in terms of past learning, as in the behavioural approach. Insightful learning is achieved in counselling by a 'reconstructing of the field', or a review of past experiences with a

loosing of the rigidly of former thinking through re-experiencing past or present feelings and ideas, so that over a period of time the reorganization and freeing of perception which results in insight may take place. This is important for the self-theorists and the psychoanalytic orientation which lean heavily on insight. In counselling Shop, Gaie Houston gives an indigenous view of Gestalt therapy.

The learning theorist is characterized by his assumption that most human behaviour is learned and can be modified. The stimulus response model is an important explanation of behaviour, and this approach is sometimes known as the stimulus-response theory of personality. Stated simply, in order to learn, a person must want something, notice something, do something and get something. It is the reward which acts as the reinforcement, so that the S-r pattern tends to be repeated under similar circumstances. A response which is not repeated and rewarded or reinforced from time to time tends to disappear, or be extinguished. Substituting one stimulus for another to get the same response is known as reconditioning or, when used in therapeutic terms, re-education. This emphasis on how behaviour was acquired and how it can be changed offers a way of helping students with some practical difficulties, such as study problems. Whilst some students cannot study because other things worry them, there are students who cannot study well because in the past they learned to study badly.

13.3.5 BEHAVIOURISTIC LEARNING THEORY

Krumboltz is another theorist who sees behavioral counselling as the application of learning theory to counselling. He defines counselling somewhat broadly as 'whatever ethical activities a counsellor undertakes in an effort to help the client engage in those types of behaviours which will lead to a resolution of the client's problems'.

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Krumboltz considers that the goals of behavioural counselling can be achieved by the use of several approaches including the operant learning process, the use of imitative learning, classical conditioning and emotional and cognitive learning, he views the counsellor as an active helper in the learning process working towards specific and precise kinds of behaviour change through the use of techniques and procedures which are experimentally tested to determine their usefulness. The goals of counselling must be defined in terms of specific behaviour so that these behaviours maybe recognized and reinforced when they occur. The counsellor is seen as one who arranges conditions so that the student may learn more adaptive ways of coping with his difficulties within the setting of a warm, friendly and secures counselling relationship. Michael and Myerson relate the experimental analysis of behaviour to counselling and suggest that the phenomenon with which counsellor's deal is behaviour and that the independent variable which controls that behavior is the environment. They accept that behaviour derives from the interaction of hereditary and environmental variables, but point out that a behavioural approach attempts to specify those conditions and process by which the environment controls human behaviour. The example of students who discontinue their studies is used to illustrate that by their behaviour such students are showing that they are not being 'reinforced' by those influences which keep other students at college, or that the educational reinforcement that are receiving is weaker than reinforcement they are receiving is weaker than reinforcement coming from other sources. In such a case it is the job of the counsellor to discover what reinforces student 'drop-outs' and to make these reinforcement contingent upon learning. They make the provocative claim that 'Under appropriate

environmental conditions, which man can create, almost anyone can be motivated to do anything's'.

It is perhaps unfortunate that the vocabulary of behavioural theorists of ten appears to be so technical, and so removed from the experience which most of us have to human interaction. The behavioural approach has much to offer to guidance and counselling. Behavior therapy as evolved in this country in opposition to psychotherapy. Hand Eysenck, Head of Department Psychology of the Institute of Psychiatry, London University, has written critically of the ineffectiveness of psychotherapy and has claimed successful outcomes for behaviour therapy.

New ways of helping people on difficulty have recently been developed in America. They are not new theories of personality and tend to be derivatives of some of the older approaches. However, there is no longer just a triadic conflict of psychoanalytic versus-centered, versus behaviour therapy, but a series of new development which have arisen in part because of a disaffection with existing methods and in part as a result of renewed efforts to provide help for the poor and the disadvantaged. Role playing, psychodrama, psychotherapy and reality therapy-which seems to have been particularly effective amongst delinquents and in schools-are some of these newer approaches. These has been a change, too, in the range of people offering this therapeutic help. Whereas formerly the therapeutic role was held primarily by the psychiatrist, therapist, psychologist, counselor or social workers, and increasing number of lay therapists or 'paraprofessionals' are working in hospitals, schools and in the local communities with heartening success: 'this burgeoning of new practitioners has presumably terminated the search for the "one" most effective way of helping troubled people'.

It is now possible to find an introduction to the theories and techniques of ten of the styles of counselling currently in use in this country in one volume. Brigid proctor's book Counselling shop contains the comments of then practitioners working in England, each of whom represents a different approach to counselling. I think it will be helpful to note these in the details.

Psychoanalytic/ Object relations	Ellen Noonan
Rogerian Counselling	Pat Milner
Dougal Mackay	Behavioural counselling
Developmental counselling	Francesca Inskip
Transactional analysis	Michael reddy
Gestalt therapy	Gaie Houston
Reality therapy	David Wilmot
Social functioning	Eugene Heimler
Co-counselling	John Heron
A radical respective	Tom Osborn

Below is a brief routine of three of the newer American approaches which may be quite helpful in educational settings

Development counselling is an approach which aims to change behaviour in order to facilitate human development and is based on the assumption that students are capable of choosing the desired direction of their own development. Blocher has suggested a number of basic assumptions about the nature of development counselling which are summarized as follows:

1. Students are not considered to be 'mentally ill', but capable of choosing goals, making decisions and generally assuming responsibility for their own behaviour and future development.

2. Development counselling is focused on the present and the future and is primarily concerned with where the client is going not where he has been.
3. The student is a client, not a patient. The counselor is not an authority figure; she is a partner of the student as they move toward mutually defined goals.
4. The counselor is not morally neutral or amoral, but has values, feelings and standards of her own. So does not necessarily impose these on students, nor does the attempt to hide them.
5. The counselor focuses on changing behaviour not merely creating insight. She is a helping person a teacher a consultant and a confidence as these functions are seen to be appropriate in meeting mutually defined goals.

Check Your Progress

Notes a) write your answers in the space given below

b) Compare your answers with those given at end of the unit.

1. List the personality theories which have useful implications for counselling.

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13.4 DEVELOPMENTAL COUNSELLING

Developmental counselling is educational and is based on the assumption that human personality develop in terms of a mainly healthy interaction between the growing person and the environment. It aims to maximize human freedom, whilst recognizing that such freedom is sometimes severely limited by reality, and what few people are prepared to exercise the freedom which they do have. It also aims to maximize human effectiveness and suggests that the effective human being strives for control over those aspects of his environment which he

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can manipulate and also for control over his effective responses to those aspects of his environment which he cannot change.

Blocher admits that the psychology of human effectiveness is a relatively neglected area and acknowledges that psychology knows title about the behaviours which thousands of people employ to lead satisfying and effective lives. Despite the poverty of knowledge about human effectiveness, this approach to counselling may have particular appeal to counselors working in educational settings.

Leona Tyler points out that the dominant personality theories of our time have grown out of the intensive study of abnormal individuals. Analytic theories offer useful conceptual tools to consider what is wrong with a student and how it might be set right, but consider what this person might do. Learning theories are useful when there is an identifiable behaviour which needs to be changed, but are perhaps not as helpful to the student who is not seeking obvious change so much as to plan his future. The increasingly popular counselling characteristic of promoting full potential ignores the closed so that a few maybe actualized. None of us use our full potential and such an objective is in many ways illusory.

Development counselors may also help those who are not troubled by confusion or anxiety but who might benefit from doing some serious thinking before taking important steps in their lives such as choosing a college course or a career.

A theory made up of what we know about the way in which individuals use human possibilities leads to a definition of counselling as a process of helping an individual to make his choices in such a way as to maximize the probability that his future development will be

satisfying to himself and useful to those around him. A counselor is seen as a specialist in developmental possibilities.

The personal qualities of the group leader are important determinants of group outcomes. Certainly the personality of the counselor influences strongly the whole therapeutic process, regardless of attempts to be a neutral, therapeutic instrument. The counsellor's reactions and interventions are coloured by his or her values, personality and personal qualities, even the philosophy of life of the leader, are potentially as important as any specific technique in facilitating the group process.

Napier and Gershenfeld point out that many individuals subconsciously form a mental picture of what a group leader looks like. They suggest, for instance that in the T-group sensitivity track, the image is one of a handsome sexy, six-foot, blue-eyed man with an "ingratiating smile and an even more ingratiating manner". This individual is dressed informally, wearing an assortment of chains around the neck and probably a mustache or beard. Charisma oozes form the individual as his nontraditional, no authoritarian style commands attention. Speaking with confidence, but without using big words or getting overly cognitive, this leader is a cross between "Robert Redford and Carl Rogers". They further describe the organization development image as being a leader tradition, with book-lined walls and an important degree.

Such an individual is a comfortable with survey data, computer printouts and research analysis. However, Napier and Gershenfeld go on to suggest that various fantasizes tend to have a consistency is that the successful group leader is "male, attractive in his style, has instantaneous charisma, has a natural sense or what to do and how to do it, and leads a group effortlessly-and always successfully".

Unfortunately, such an image is all too common, held not only by romantic teenagers, but by all kinds of intelligent, educated individuals. The reality, of course, is that effective group leaders come in all styles and types male and female, tall and short, black and white, old and young and charismatic and just normal.

The question of the kinds of personal characteristics and qualities that enable the individual to be most effective has been given as much attention as any other question in the field of counselling. Belkin points out that such an emphasis is justified. First, he believes, that such as emphasis enables counselors to understand the importance of various subtle factors that contribute to counselling success. Second, counselor educators gain important information in helping them make crucial decision regarding selection and training of potential counselors. Third, aspiring counselors are encouraged to find within themselves, and to strengthen, those qualities that have been indicated as predictors of successful counselling. Finally trainers and researchers are aided in their attempts to determine the likely outcome of specific counselling interactions, based on tested criteria of counselor effectiveness. Still, after a number of years and a vast amount of research, theorists are uncertain as to the exact qualities that distinguish an effective counselor from an ineffective one. Often this difficulty is one of semantics, in that words, identify clearly the specific human traits essential in effective counselling intervention are sometimes polluted by their everyday use and thus convey a large variety of meanings.

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13.5 CLIENT – CENTERED COUNSELLING

Only a few years ago the guidance profession was preoccupied with the great debate about the relative merits of directive nondirective counselling.

The debate still surfaces in various disguised ways, but the terms have disappeared. Now we hear about other conflicts, e.g. humanism reinforcement. The nondirective approach of Rogers that appeared in the 40s (Rogers 1942; Rogers and Wallen 1946). Called "client –centered", probably has had a greater impact on school counselling than any single other factor (including accountability, NDEA institutes, or any others). It is given a place of prominence in publications on counselling and therapy (Patterson 1969, 1973; Grummon 1965, 1972; Meador and Rogers 1973). It is one of the major approaches you will encounter in preparation and work.

This counselling approach is based on a theory of personality that views the individuals as in a process of becoming, growing, achieving worth and dignity and seeking to actualize potential (Patterson 1969, 1973; Meador and Rogers 1973). Maintenance an enhancement of the self are the overriding concerns in a person's life. The individual's own perceptions of his or her world, not someone else's are reality.

The personality theory grew out of the therapy experience (Rogers 1951, PP.481-483). Recordings of counselor-counselee interactions were analyzed and patterns and them were detected that gave support to the theory's explanation of behaviour and the processes individual use to solve problems.

An enhancement of the self is a basic process of growth and development, threats to is, such as lack of love or lack of positive regard, arouse defenses that tend to distort reality and arouse anxiety.

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Excessive threat causes a breakdown in defenses and result in emotional disturbances.

Therapy is aimed at helping the individual utilize growth potential in the derive toward self-actualization. The therapist supplies the necessary and sufficient conditions for positive changes, positive regard, empathy and genuineness (Patterson 1973, PP-388-389). Reflection of felling is the primary technique used, but the emphasis is on building a relationship that is accepting, safe and understanding. Empathy is considered to be the most potent of all counselee can identify and look at threat, adjust perceptions and carry out self - exploration to understand values, needs and beliefs. Self – exploration, usually negative at first, leads individuals to trust their own perceptions more fully, to become more actualized and to make fuller use of potential.

Other types of assistance, such as providing information, are not part of the therapeutic process (Patterson 1969, PP: 9-10, 21). Therapy, by definition, applies only to the process of interaction for self-exploration; by freeing potential, therapy enables the client to take positive action to find the information.

The counselor does not direct, manipulate or control. Responsibility for what to discuss, goals to be reached and decisions about the length of therapy rests with the counselee (Arbuckle 1972). A facilitative human relation is provided; positive growth results.

Rogers has recently been more involved in encounter group work than individual counselling. The approach serves quite well as a basis for group work, and his concepts of facilitative conditions have been utilized by Carkhuff, Truax and others in building training and research models (Calia 1974).

How applicable is this approach to school counselling? Opinions differ, but there has been an extensive adaptation of the basic attitudes, techniques and particularly the facilitative conditions for counselor preparation and work. While the fairly lengthy process implied by this point of view may often not be possible with the day – to- day demands in the school setting, adaptations are useful for counselors as they develop their own unique styles.

13.6 BEHAVIOURAL COUNSELLING

Behavioural counselling is one of the most modern methods of treating disorders of behaviour. In this overt symptoms are considered important. Symptoms are determined by individual differences; faculty learning is considered the cause of maladjustment; cure is achieved by treating symptoms without going into the past.

Behavioural counselling is based on laboratory of conditioning for describing behaviour and specifying the conditions under which it is acquired, maintained and eliminated. Behaviourists reject the idea that behavioural disorders are symptoms hidden emotional conflicts that must be uncovered and resolved. They argue that he behaviour disorder is the problem not a symptom of the problem. If a therapist can teach a person to respond more appropriately, they feel he has "cured" him.

Behavioural therapies are based on the belief that all behaviour, normal and abnormal, is learned. For example, the hypochondriac has learned that he gets attention when he is sick; the catatonic has learned that he is safe when he withdraws entirely. The therapist's job is to extinguish such in appropriate responses and to teach the person more satisfying ways of behaving. He does not need to know how or why the person learned to behave as he does.

Behavioural counselling as a technique is based on the principle of learning. The most important contribution to behavioural counselling

has been made by Pavlov, Skinner, Wolpe and John D.Kumboltz who believed that neurotic behaviour is acquired and is subject to he established laws of learning.

13.6.1 GOAL

The goal of behavioural counselling is to change particular behaviour efficiently and specifically.

13.6.2 THE COUNSELLING PROCESS

Blackhom and Silverman have suggested the following steps of behavioural counselling:

i. *Problem definition:* the counselor should specifically define the problem – all the circumstances regarding the inappropriate behaviour should be identified.

ii. *Development and social history of the problem should be prepared.*

iii. *Specification of the counselling goals:* the client and the counselor should come to an arrangement as to what the problem actually is. It is the counsellor's responsibility to decide if the goal within his realm of expertise and in accordance with ethical behaviour.

iv. *Selection of methods:* the techniques used in the counselling, consistent with the client's goals, need to be selected.

13.6.3 TECHNIQUES OF BEHAVIOURAL COUNSELLING

Behaviourists use a variety of techniques to build new habits:

i. *Open conditioning:* it is based on the idea that a person will learn to behave in a different way if the new behaviour is rewarded and the old behaviour is ignored.

ii. *Aversive conditioning*: it is a technique for eliminating specific behavior patterns. The therapist teaches the person to associate

pain and discomfort with the response he wants to unlearn. This form of behaviour therapy has been used successfully to treat alcoholism, homosexuality, obesity and smoking. Dent treated alcoholics by giving them a drug that produces extreme nausea when mixed with alcohol in the stomach. The people were encouraged, in fact, instructed to drink and each time they did they become violently sick. Gradually they began to feel sick every time they even saw a bottle of whisky.

Desensitization - it is another techniques for reducing irrational behaviour. In this technique, if a client has described several anxieties producing situations, those situations are ranked from the lowest to the highest in terms of disturbance. The client is instructed in relaxation technique. When this is accomplished each anxious situation is presented staring with the one that procedures the latest anxiety. As the situation is recalled by the client he is reinforcement by the relaxation process until there is no anxiety. Behaviourist have used desensitization to cure phobias about snakes, heights, closed rooms and sex.

Reciprocal inhibition - There are individuals who feel anxious and unhappy most of the time. Wolpe feels behaviourists can treat diffused anxiety. Here the therapist establishes a hierarchy, from the latest to the most anxiety, provoking situations. Next he teaches the client to clear his mind, release tense muscles and relax. In some cases, he may use drugs or mind hypnosis to produce relaxation. Once the client has mastered the technique of deep relaxation, they begin at the bottom of his anxiety hierarchy. The therapist asks the person to imagine the least threatening scene and to signal when he begins to feel tense. At the signal, the therapist tells him to forget the scene and concentrate on relaxing. After a short period, he instructs him to return to the scene. This process is repeated until the client the person feels

completely relaxed. Gradually they move up the list until the client is able to imagine the situation he most feared without anxiety. Wolfe is one of the opinion that the clients learn to inhibit anxiety responses with incompatible, deep muscle relaxation.

It is obvious that the success of behavioural counselling depends upon the following

i. Establishing a valid hierarchy by the client and the therapist
ii. Discovering an adequate reinforce (co-operant conditioning) by the therapist; and
iii. Lack of counter conditioning outside the therapy sessions.

Some psychologists are critical of behavioural counselling. They feel that by concentrating only on behaviour, it presents an over-simplified version human psychology. These psychologists feel that an individual's mental behaviour is just as important in therapy as his overt behaviour.

It is also felt that the behavioural counselling is symptom oriented. Effort is made to smother the neurotic symptoms; no effort is made to remove the conflict that caused them. There is always a danger of the client relapsing into his original condition.

Wolpe defends his approach with follow up studies of 249 people he treated for neurotic problems, only four developed new symptoms.

13.6.4 BEHAVIORAL TECHNOLOGY

Strength of the behavioral approach consists not only in its assessment procedures but in its wide variety of treatment strategies. Its technology of helping is consistently and reliable applied to produce observable client changes, which the behaviorist is saddled at identifying,

measuring and changing. Many behavioral methodologies are now part of the practice of very therapeutic counselor; some are discussed here.

Operation-conditioning procedures, including those based on the work of B.F. Skinner and other researcher, are methods in which the frequency of behavior may be increased or decreased according to the type and timing stimuli presented. In ***positive reinforcement*** strategies, the counsellor hopes to increase behavior by rewarding the client. Operationally, this methodology is used in ***token economies*** with a variety of normal and maladjusted client population. Participants receive reward in the form of points or privileges in exchange for their cooperation and lose points for obstructing process.

The counselors task is to (1) identify the specific target behaviors in need of upgrading, (2) discover situation-specific, individually designed rewards that motivate a given client, (3) administer the reinforcement soon after the target behavior is displayed and (4) slowly wean the client from any dependence on the external motivation in favor of internalized, self-administered reinforces. These same principles would hold true for any other operant procedure.

Negative reinforcement also produces an increase in desired target behaviors such as assertiveness, but it does so why removing a stimulus that the client perceives as aversive. Resistant clients, for example, can rid themselves of inconvenience and discomfort of their counselling sessions only be being more cooperative and working faster to change.

Punishment strategies are used to reduce the frequency of a client’s behavior by presenting an aversive stimulus. The behavioral counsellor has a variety of other standard techniques that have developed from laboratory research on conditioning process. ***Extinction*** involves the removal of the reinforcement for a given below

behavior. Such as ignoring a child's temper tantrum, Two factor should be kept in mind when using extinction: (1) during the initial phase, after the reinforcer has been removed, the target behavior increase dramatically; during the second phase, the behavior decreases; and consistently.

Convert reinforcement uses mental images that function as function as reinforces and can be generated by the client. The client is asked to imagine a situation in which he or she might refrain from an undesirable behavior. The counselor then instructs the client to visualize the reinforcing image. ***Contingency contracting*** is the use of a behavioral contract that defines the necessary contingencies on which a reinforcer will be presented. Clients decide how often and at which levels they desire the reinforcer, thus shaping their own behavior.

Shaping is a process in which complex terminal behaviors are reinforced in appropriate successive stages. The client receives consistent reinforcement in small steps as movement is made toward the ultimate goal.

13.6.5 CRITICISMS OF THE BEHAVIORAL APPROACH

Behaviorism has been criticized most often for its narrow focus on observable human behavior and its lack of attention to feelings and thoughts, which also make up a significant part of a person's functioning. In addition, the behavioral approach works only with the presenting complaints, which could be a symptom of underlying intra psychic conflicts. Many insight oriented theorists therefore believe that symptoms thus cured will inevitably be replaced by others, because the internal condition of the client has not been altered.

As in action-oriented approach, behavioral counselling has also been criticized as mechanistic, manipulative and impersonal because it

downplays the role of the therapeutic relationship and all but ignores the value of self-understanding it the change process. Because it also works toward empiricism (that is specificity or quantification), prediction, and control, it often sacrifices the values of intuition and artistry in change endeavors.

13.6.6 RATIONAL EMOTIVE BEHAVIOR COUNSELLING (REBT)

Albert Ellis (1962) developed a system of counselling based on principles of logic and rational analysis known as REBT. There have been many offshoots of REBT that put more emphasis on the rational – educational process or the cognitive – behavior components; other theorists such as Arnold Lazarus have expanded a basically cognitive oriented model to a more integrative approach known as Multi-Model therapy because it address not only cognition but also all the other facets of human experiences. Each of these adoptions has more similarities than differences.

13.6.7 BASIC POINTS OF REBT

The primary goal of cognitive therapies is to help clients identify their patterns of irrational thinking, those habitual beliefs that lead one to misperceive reality and subsequently learn alternative tools of thinking; those habitual beliefs that lead one to misperceive reality and subsequently learn alternative tools of thinking that are, in real-world terms, more logical, consistent , rational and scientific. According to the ABC theory it is evaluative thoughts (B) rather than the traumatic situations itself (A) that will primarily determine the emotional reaction (C) this response will be an extremely negative emotion unless the person vigorously challenges the validity of assumptions thereby disputing irrational beliefs (D) and making a new more desirable emotional response (E) more likely.

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Thoughts or behaviors are viewed as irrational if they create significant emotional conflicts with others. Block constructive goals. Do not adhere to objective reality, or needlessly threaten life. Originally Ellis proposed eleven separate irrational beliefs which he later simplified to four basic ideas. He believed that the original beliefs were dysfunctional inferences based on the following core, dogmatic ideas.

Awfulizing: **"**Awfulizing" is the habitual exaggeration of reality be "disasterizing" about the future focusing on the worst possible outcome. Example – it's just terrible that we have to live through stressful life.

"I can't it." As a corollary and companion to the represented by awflizing". This belief also distorts the relative significance of things when theories don't go one's own way. For those people with a low tolerance for frustration, life's normal setbacks take on immense proportions of pain.

13.6.8 MUSTERBATING

The use of musts, should, and ought is, Ellis believes, the cornerstone of all emotional disturbance. The use of these words, and the underlying thoughts they represent, implies that a person expect special treatment and that the forces of the universe have to cooperate to provide what is demanded.

I must do well in all situations in all circumstances, and, when I don't it's awful.

13.6.9 SELF – JUDGMENTS

Evaluating oneself or others in absolute terms of good, bad, right or wrong, and therefore condemning less-than-desirable performance, represents the fourth kind of irrational belief e.g., I m a horrible

counselor. It is irrational to expect perfection of oneself of others, on any level because such a goal is impossible.

Treatment of this irrational beliefs involves Teaching clients to rate their behaviours rather than personhood and not to permit themselves to dislike other people but only to disapprove of things they might do or not do. The counselling strategy involves defining, discriminating, debating and disputing the client's irrational thinking patterns while substituting alternative thoughts that are more appropriate and logical.

Check Your Progress

Notes a) write your answers in the space given below

b) Compare your answers with those given at end of the unit.

2. List out the few steps of behavioural counselling.

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3. Write the techniques of behavioural counselling.

13.7 GROUP COUNSELLING

Neither group counselling is not simply individual counselling applied to groups nor is it merely an economical use of counsellor's time. It is a relatively new way of working to help people. It is sometimes successful with students who have not responded well to individual counselling. It is a particularly useful way of helping adolescents for whom peer group values are important. The interaction which takes place in a counselling group offers the student a means of gaining insight and understanding into his own problems through listening to other students discussing their difficulties, ideas and values which a

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student may have previously found unacceptable may become more understandable and sometimes more acceptable.

The counselling group not only helps the individual students to change, but also often encourages both his desire and his ability to help others through his relationship in an accepting and meaningful social situation, for any group is more than the sum of its members; it is also the sum of his interaction.

The setting the group counselling meets the optimal conditions for learning described by Seeman (1963): "it is a safe environment; it is an understanding environment; it is a caring environment; it is a participating environment; and it is an approving environment".

Clients also see counselling as providing an opportunity to be open, honest and frank or a situation in which it is safe to test ideas and solutions to problems and where frank evaluations of efforts to change can be obtained. As a consultant to teachers, the counselling officer can use his knowledge of group behaviour to help teachers develop Seeman's optimal conditions for learning within their classroom.

Issues such a study skills, human relations, drug abuse, sex education, etc. can be discussed in a group.

After the student has attended group counselling sessions, individuals interviews may be scheduled to answer any questions a client may have about group counselling; to help the counsellor get to know the student better in order to determine-how he can best be helped and with whom he would best fit in a counselling group; to give the student a chance to discuss the problems with which he hopes to obtain assistance in the group and to assess the readiness for group counselling and commitment to change his behavior. The counsellor often supplements the information obtained in the individual interview

with a teacher or parent conference and by carefully examining the student's cumulative record.

Physical arrangement of the room - The room for group counselling should be warm and inviting with fairly comfortable chairs.

Composition of the group – sometimes it is felt that a homogeneous group consisting of students of the same age, or sex, or students who seem to have similar problems is the most helpful, while other counsellors find that the wider talents of a heterogeneous group make for a better a counselling situation.

Size - A group of six to eight students is probably the best size for maximum group interaction.

13.7.1 USES OF GROUP COUNSELLING

i. Expressing his own real feelings about people, things and ideas helps the student to understand himself.
ii. The student feels that he counselling officer accepts him and wants to understand him.
iii. The student realizes that his peers had problems too.
iv. The student feels that in spite of his faults, which his group – mates wanted to help him to correct, his peers accept him.
v. The student feels that he was capable of understanding, accepting and helping others.
vi. The student realize that he could trust others.

Group counselling, in fact, is an experience which uses peer group support and identification in the social setting of the group to encourage students to accept and to learn more about themselves and at the same time to learn to accept and help others.

Group counselling is characterized by *experience not by words, by being something not by talking about it.* If one can experience a sense of reality about one's self in the presence of others than a step

forward has been taken in the realization of emotional maturity and security.

Whether all students figuring in a group counselling programme should be interviewed individually or only those who seek an interview of their own accord, is a controversial problem. Ideally speaking, when counselling becomes as accepted and integral part of the institution, only those students should be taken up for interview who seek counselling, for they will be properly motivated for that, but under existing conditions when our students have yet to be educated about guidance and counselling facilities, it is extremely desirable to invite each student for an individual counselling interview, particularly so in case of freshmen, as TDC I year and MS/MSc. First year students, who besides their educational and vocational problems, have their peculiar problems of personal and social adjustment as they are passing through the difficult phase of adolescence. What technique of counselling – directive or non-directive or a combination of both – would be suitable under our cultural set-up is a point that diverse careful consideration at the hands of counselling officers.

13.8 COGNITIVE BEHAVIOURAL THERAPY

The terms ‘cognitive therapy’ or cognitive behavioural therapy’ (CBT). Cognitive describes the mental process that people use to remember, reason, understand, problem solve and judge things. Behaviour describes your actions or reactions to something. CBT aims to help you change how you respond to situations or emotions.

It helps you understand how your thought patterns may be contributing to feeling depression or fear. This therapy also teaches you how to calm your body and mind. This helps you to control your feelings more, think more clearly and generally feel better about things.

CBT is often used to help people overcome

- Difficulty in keeping emotions such as anger, sadness, fear and guilt under control
- Feeling very stressed
- Addictions
- Depression
- Panic attacks and phobias
- Anxiety
- Insomnia and other sleep problems.
- Low self-esteem.

13.8.1 CRITICISMS OF COGNITIVE- BASED THERAPIES

- Human beings are multifaceted, with feelings as well as thoughts; Critics suggest that REBT puts undue emphasis on thought process to the exclusion and legitimate feelings, thereby contributing to repression and denial of feelings.
- REBT is probably less effective with some kind of clients-those who already have problems with over intellectualizing or who don't have the capacity to reason logically.
- Because the counsellor's role is so verbal, active, and directive the client may feel overpowered, dominated and not responsible for the outcome.

13.9 SOLUTION ORIENTED COUNSELLING

Solution – oriented counselling focus on your strength and problem solving skills and helps you neutralize the negative influences of the past, get beyond your unconscious blocks, marshal your inner resources, develop positive expectations, and change your emotions, inner dialog and behavior.

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According to Marilyn Atkinson. "Solution Focused approaches have expanded rapidly in the 90s as a number of evolving therapeutic areas have been integrated into the expanding synthesis that sparked the original Ericksonian and Neuro-linguistic formulation. With hundreds of contributors, Solution – focused approaches, including NLP, developed through the 90s to become a remarkable integration of disciplines such as neurology, psychology, linguistics, cybernetics, accelerated learning technologies and systems theory, as well as an eclectic variety of effective business coaching and healing practices.

Solution – focused methodologies have resulted from the expansion of historical Neuro-Linguistic approaches. Their integration with other healing practices and bodies of knowledge has provided a powerful synthesis which is at the heart of the "Advanced Integrated Psychology" developing toward the 21^{st} century and beyond.

Empowerment comes from seeing life from the future rather than from the past; identifying ourselves with the self we are heading towards, rather than our history.

Excellence comes from having many choices and knowing how to reach them. Solution focused approaches to the future provides enriched patterns of thinking, developed from the natural abilities we have within us. When our strategies are simple and solution – oriented, we can develop effective and compelling futures".

Solutions Focused Counselling Technologies are:

- Efficient and elegant – the least number of steps for the best results.
- Engineered – carefully designed and organized for ease of learning and future training.

- Ethical – oriented to maintain the highest perceived standards of personal and interactional ethics.
- Ecological – oriented to the well-being of the individual client and larger communities where our students become leaders.

13.10 LET US SUM UP

In this unit we have discussed various theoretical approaches to counselling. However, most of them agree that counselling is a process and involves a relationship between professionally trained counsellor and an individual in need to help. Psychotherapy, guidance, instruction and advice giving and some fields closely related to counselling. Although these fields are closely related to counselling and these are some similarities in their functions, they are different from counselling. The effectiveness of counselling to a great extent is depend on the personality and other characteristics of counselling.

13.11 UNIT –END EXERCISES

1. What are the approaches to counselling?
2. Explain client centered counselling.
3. Write the uses of group counselling.
4. Give a detailed account of behavioural counselling.

13.12 ANSWER TO CHECK YOUR PROGRESS

1. i) Psychoanalytic theory

   ii) Self theory

   iii) Trait theory

   iv) Field theory

   v) Behaviouristric learning theory

2. i) problem definition

   ii) Development and social history of the problem should be prepared

   iii) Specification of the counselling goals

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iv) Selection of methods

3. i) Open conditioning

ii) Aversive conditioning

iii) Desensitization

iv) Reciprocal inhibition

13.13 SUGGESTED READINGS

- Agarwal,R(2006) Educational, Vocational Guidance and Counselling, New Delhi, SipraPubliaiton
- Bhatnager, A And Gupta, N (1999) Guidance and Counselling: A theoretical Approach(Ed), New Delhi, Vikash Publishing House.

UNIT XIV

EGAN MODEL OF COUNSELLING

NOTES

Structure

14.1 INTRODUCTION

In this unit we shall discuss the Egan model of counselling. This is a 3 stages models or framework offered by Egan as useful in helping people solve problems and develop opportunities. The goals of using model are to help people to 'to manage their problems in living more effectively and develop unused opportunities more fully', and to 'help people become better at helping themselves in their everyday live'.

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(Egan G The Skilled Helper'. 1998. Thus there is an emphasis on empowerment Also the person's own agenda is central, and the model seeks to move the person towards action leading to outcomes which they choose and value.

14.2 OBJECTIVES

After going through this unit, you will be able to:

- State the aims of the Egan model of counselling
- Describe the stages of Egan model of counselling
- List the valued outcomes of Egan model counselling.

14.3 THE EGAN MODEL

This model is not based on a particular theory of personality development, or on a theory of the ways difficulties develop. It is a framework for conceptualizing the helping process, and is best used in working on issues in the recent past and the present. As with any model, it provides a map, which can be used in exploring, but which is not the territory itself. The Egan model and mentoring are not synonymous; the model can be used in many kinds of helping relationship, and mentoring /co-mentoring can be done using other models, (or none!). The model can and should be used flexibly. The models works best if attention is paid to Rogers 'core conditions' helpers approach to the speaker being based on genuineness, respect, and empathy, and if principles of good active listening are remembered throughout.

The Egan model aims to help the speaker address main questions:

1. *'What is going on?'*
2. *'What do I want instead?'*
3. *'How might I get what I want?'*

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Not everyone needs to address all 3 questions, and at times people may move back into previously answered ones. For simplicity, we'll look at the model sequentially. However, the skilled helper will work with the speaker in all or any of the stages, and move back and forward, as appropriate.

14.4 ACTION LEADING TO VALUED OUTCOMES

In the diagram of the whole model

7) Top row: 1a, 2a, 3a expansive, exploratory and creative
8) Middle row: 1b, 2b, 3b….. challenging, reality testing and selecting
9) Bottom row: 1c,2c, 3c….focusing, committing, moving forward

   Remember its ok to go back to previous stages when appropriate; the arrows don't have to be followed slavishly!

14.5 STAGE – 1 what's going on?

Stage 1 is about providing a safe place for the speaker to tell their story in their own way, and to be fully heard and acknowledged. It is about a space where a person can hear and understand their own story. It is also about gently helping them lift their head to see the wider picture and other perspectives, and to find a point from which to go forward with people.

14.5.1 1a – an expansive part

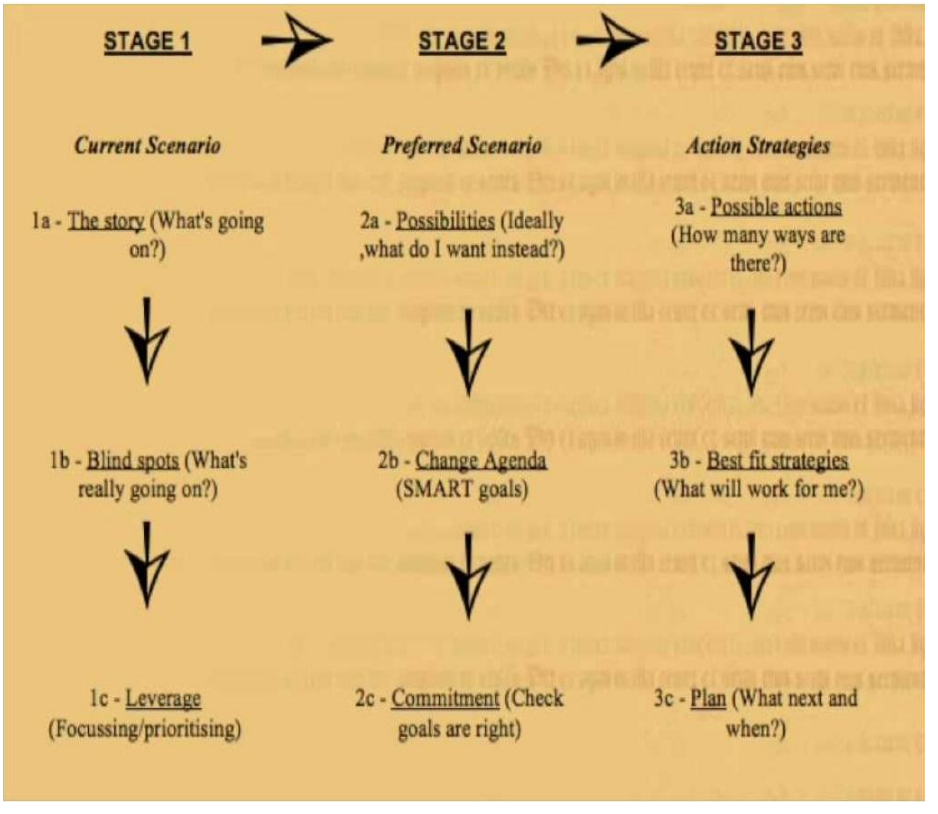
The helper encourages the speaker to tell their story, and by using good active listening skills and demonstrating the core conditions, helps them to explore and unfold the tale, and to reflect. For some, this is enough, for others it is just the beginning. "------as you summarized what I said, all the jumble began to make sense".

Skills in stage 1a:- active listening, reflecting, paraphrasing, checking understanding, open questions, summarizing.

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Useful Questions: How do/did you feel about that? What are/were you thinking? What is/was that like for you? Keep them open! What else is there about that?

Diagram of the Model



14.5.2 1b –a challenging part

Since they are in the situation, it can be difficult for the person speaking to see it clearly, or from different angles. With the help of empathic reflections and challenges, the speaker uncovers blind spots or gaps in their perceptions and assessment of the situation, of others and of themselves their pattern, the impact of their behaviour on the situation, their strengths. "I'd never through about how it might feel from my college ague's point of view".

- Skills: Challenging; different perspectives, patterns and connections, should and ought, negative self-talk, blind spots (discrepancies, distortions, incomplete awareness, things implied, what's not said). Ownership, specifics, strengths
- Useful questions:
- How do others see it/you?
- Is there anything you've overlooked?
- What does he/she think/feel?
- What would she say about all this?
- What about all of this is a problem for you?
- Any other way of looking as it?

14.5.3 1c – Focusing and moving forward

People often feel stuck; that is why they want to talk. In this stage, the helper seeks to move the speaker from stuckness to hope by helping them choose an area that they have the energy to move forward on, that would make difference and benefit them. "I see now the key place to get started is my relationship with K"

- Skills: facilitating focusing and prioritizing an area to work on
- Useful questions:
- What in all of this is the most important?
- What would be best to work on now?
- What would make the most difference?
- What is manageable?

  Stage 1 can be 5 minutes or 5 years; it may be all someone needs

14.6 STAGE -2 –What do I want instead?

People often move from problem to action or problem to solution, without reflecting on what they really want, or in what way their

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problems might be opportunities. Stage- 2 is about this, about helping the speaker to open up a picture of what they really want, and how things could be letter. This stage is very important in generating energy and hope.

Check Your Progress

Notes: a) Write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

1. What are the three aims of Egan model counselling?

…………………………………………………………………………

…………………………………………………………………………

14.6.1 2a –a creative part

The helper helps the speaker to brainstorm their ideal scenario; ‘if you could wake up tomorrow with everything just how want it, like your ideal world, what would it be like? The speaker is encouraged to broaden their horizon and be imaginative, rather than reflect on practicalities. For some people this is scary, for some liberating. “At first it was really difficult but after a while I jet my imagination go and began to get really excited about what we could achieve in the department”.

- Skills: Brainstorming, facilitating imaginative thinking, i.e.
- Quantity vs. Quality anything goes – have fun
- Write down ideas verbatim, don’t analyse or judge
- Keep promoting – ‘what else?’
- Don’t hurry, allow lots of time
- Useful Questions:
- What do you ideally want instead?
- What would be happening?

- What would you be doing/thinking/feeling?
- What would you have that you don't have now?
- What would it be like if it were better/ a bit better?

14.6.2 2b –a reality testing part

From the creative and visionary brainstorm, the speaker formulates goals which are specific, measurable, achievable/appropriate (for them, in their circumstances), realistic (with reference to the real world), and have a time frame attached, i.e. SMART goals. Goals which are demanding yet achievable are motivating.

"It feels good to be clear that I want a clear understanding with my colleagues about our respective rules and responsibilities"

- Skills: facilitating selecting and reality checking with respect to internal external landscape.
- Useful Questions:
- What exactly is your goal?
- How would you know when you've got there?
- What could you manage/are you likely to achieve?
- Which feels best for you?
- Out of all that, what would be realistic?
- When do you want to achieve it by?

14.6.3 2c moving forward

This stage aims to test the realism of the goal before the person moves action, and to help the speaker check their commitment to the goal by reviewing the costs and benefits to them of achieving it. It is worth it? "It feel risky but I need to resolve this".

- Skills : facilitation of exploring costs and benefits, and checking commitment to goal
- Useful Questions:

- What will be the benefits when you achieve this?
- How will it be different for you when you've done this?
- What will be the costs of doing this? Any disadvantages/downsides to doing this?

Check Your Progress

Notes: a) write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

2. Write the steps in the usage – 2

…………………………………………………………………………

…………………………………………………………………………

14.7 STAGE -3 - How will I get there?

This is the 'how' stage…. How will the person move towards the goals they have identified in Stage 2? It is about possible strategies and specific actions, about doing something to get started, whilst considering what/who might help and hinder making the change.

14.7.1 3a – another creative part!

The speaker is helped to brainstorm strategies- 101 ways to achieve the goal-again with promoting and encouragement to think widely. What people, places, ideas, organizations could help? The aim is to free up the person to generate new and different ideas for action, breaking out of old mind –sets. "There were gems of possibilities from seemingly crazy ideas".

- Skills : facilitation of brainstorming
- Useful Questions:
- How many different ways are there for you to do this?
- Who/what might help?

- What has worked before/for others?
- What about some wild ideas?

14.7.2 3b – focusing in on appropriate strategies

What from the brainstorm might be selected as a strategy that is realistic for the speaker, in their circumstances, consistent with their values? Force field analysis can be used here to look at what internal and external factors (individual and organizations) are likely to help and hinder action and how these can be strengthened or weakened respectively. “I would feel comfortable trying to have a conversation with him about how he sees things”.

- Skills for stage 3b: facilitation of selecting and reality checking.
- Useful Question;
- Which of these ideas appeals most?
- Which is most likely to work for you?
- Which are within your resources/control?

14.7.3 3c – moving to action

The aim is to help the speaker plan the next steps. The strategy is broken into bite-size chunks of action. Here the speaker is doing almost all the work, producing their action plan. The helper works with them to turn good intention into specific plans with time scales. Whilst being encouraging, it’s also important not to push the speaker into saying they ‘I do things to please the helper, “I will make sure we have time together before the end of the month, I will book a meeting, so that we can be sure of quiet uninterrupted time. I will organize this before Friday”.

- Skills: facilitation of action planning.
- Useful Questions:
- What will you do first? When?

NOTES

- What will you do next? When?

If the end point of producing an action plan has been reached, the experience of trying it out could be the starting points for a follow-up mentoring/co-mentoring session. The work would start in stage I again, telling a new story. If an action plan had not been reached, that's fine too, and the model can be used over a series of sessions. The key in using the model, as with any theory or model, is to keep the speakers agenda central, the individual in the foreground and theory in the background, and to use the model for the person, rather than vice versa.

Check Your Progress

Notes: a) Write your answers in the space given below

b) Compare your answers with those given at the end of the unit.

3. What are the steps in stage 3?

…………………………………………………………………………

…………………………………………………………………………

14.8 LET US SUM UP

In this unit, we have discussed the Egan model counselling in a detailed way. We also have studied action leading to valued outcomes of Egan model of counselling. We have studied three stages of Egan model counselling and also studied the stage problem exploration and clarification.

14.9 UNIT END EXERCISES

1. What is Egan model of counselling?
2. Explain the stage problem exploration and clarification.
3. Draw the diagrammatic representation of the Egan model of counselling.

4. Given the brief description of the Egan model stage-3.

14.10 ANSWER TO CHECK YOUR PROGRESS

1. i)What is going on?

   ii) ‘What do I want instead'?

   iii)‘How might I get to what I want?’

2. i) 2a – a creative part

   ii) 2b- a reality testing part

   iii) 2c - moving forward

3. i)3a – another creative part

   ii)3b - focusing in an appropriate strategies

   iii)3c – moving to action

14.11 SUGGESTED READINGS

- Agarwal,R(2006) Educational, Vocational Guidance and Counselling, New Delhi, SipraPubliaiton
- Bhatnager, A and Gupta, N (1999) Guidance and Counselling: A theoretical Approach(Ed), New Delhi, Vikash Publishing House.
- Jones, A.J. (19510. Principles of Guidance and Pupil Personnel work, New York, MiGraw Hill.
- Kochhar, S.K., (1985): Educational and Vocational Guidance in secondary Schools, New Delhi, Strling Publisher NCERT (2008). Introduction to Guidance, Model -1, DEPFE, New Delhi.

MODEL QUESTION PAPER
GUIDANCE AND COUNSELLING

Time: Three hours **Maximum: 75 marks**

Part –A (10x2= 20 Marks)
Answer ALL questions

1. Define Guidance?
2. What is vocational guidance?
3. What is Participant observation?
4. What are the types of rating scales?
5. Define the term Personality?
6. Define exceptional children?
7. What is Eclectic Counselling?
8. What do you mean by norms for the tests?
9. State the role of a Headmaster as a guide?
10. Name any two school guidance services?

Part – B (5 x 5 = 25 marks)
Answer ALL questions

11.
  a) Bring out the importance of educational guidance in schools.
  (or)
  b) What is anecdotal record? Mention its limitations.

12.
  a) What are the principles of guidance?
  (or)
  b) How can you provide occupational information to your students?

13.
  a) What are the characteristics of a good questionnaire?
  (or)
  b) Distinguish between guidance and teaching.

14.
  a) Is achievement test is a guidance technique? Justify?
  (or)
  b) Describe the Havighurst theory of vocational choice?

15.
  a) List out needs of guidance activities of higher secondary level?
  (or)
  b) Explain the steps involved in counselling?

Part- C (3 x 10 = 30 marks)
Answer any THREE following

16. What is cumulative record? Analyse its features merits and demerits?
17. Describe testing and non-testing devices in guidance with suitable examples?
18. How the guidance services are functioning in schools?
19. What are the problems of guidance movement in India?
20. Examine the factors influencing personality?